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ABSTRACT

This report contains a complete record of the methodology and instrumentation of the Junior High Classroom Organization Study. The purpose of the study was to delineate specific effective teacher behaviors. Included in this report are a description of the selection and training of observers, and guidelines for writing narrative descriptions, coding observations, rating student engagement time, and noting time intervals on the narrative record. Sample forms for these procedures are presented. Samples are also given of data collection instruments used throughout the year-long observation period, including questionnaires sent to participating teachers, resulting feedback to teachers, and data analysis instruments. (JD)

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Report of the Methodology, Rationale and Instrumentation of the Junior High Classroom Organization Study

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February, 1980

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The conceptualization, planning, and execution of a major study such as the Junior High Classroom Organization Study requires the work and commitment of many people. Before citing individuals, we wish to extend our gratitude to two organizations whose support made this work possible: The Research and Development Center for Teacher Education, Oliver H. Bown, Director, and the Austin Independent School District. School district personnel who assisted us in many ways were Freda M. Holley, Coordinator of Research and Evaluation; Lawrence Buford, Director of Secondary Education; James Patterson and Maud Sims, Assistant Directors of Secondary Education; Margaret Ruska, Language Arts Supervisor; and Elgin Schilhab, Mathematics Supervisor.

Program staff members who made contributions to the design and completion of the study were Barbara Clements, who trained observers and coordinated data collection, and Betty Ancheta, who prepared materials and organized staff participation. The following people were responsible for data collection during the full school year: Barbara Clements, Alice Haynes, Nadene Hudson, Julie Sanford, and Patti Shields. They were assisted during the first three weeks of the study be the following observers: Chris Baker, Jane Bowles, Phyllis Brown, Vicki Calderola, David Campbell, Joan Dodds, Susan Guinn, Dean Johnston, Matthew Lee, and Eddie Orum. Data analyses were performed by Jeanne Martin, Donald Veldman, Betsy Galligan, and Mike Kerker. Barbara Clements, Murray Worsham, and Julie Sanford were involved in report preparation. Randall Hickman and Ellen Williams also provided help during the data analysis and reduction stages.

The important task of organizing and checking data was performed by Aimee Brodeur, Helen Ross, Sandi Medeiros, and Patty Martinez. Narrative typing was done by Rosemary Brant, Cheshire Calhoun, Candace Grigsby, Diana Hadley, Randall Hickman, and Kathy Woolum. Manuscript and materials preparation was also done by Betty Ancheta, Carol Culp, Susan Smith, and Sheila Haber-Garsombke.

Most importantly, we also wish to thank the principals of the eleven junior high schools and the 51 teachers who allowed us to learn from them.

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REPORT OF THE METHODOLOGY,
RATIONALE, AND INSTRUMENTATION OF THE
JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

Abstract

The Junior High Classroom Organization Study was part of a collaborative effort between The University of Texas Research and Development Center for Teacher Education, the Austin Independent School District (AISD), and the National Institute of Education. This study was designed to answer questions about effective instruction in junior high school English and mathematics classes by focusing on classroom organization and management, particularly those steps that are important at the beginning of the school year. Much of the methodology and instrumentation for this study came from a study done in third-grade classes in low SES schools done in 1977-78 (Evertson, Anderson, Emmer, & Clements, Note 1). During the school year 1978-79, data were collected to address these questions, and analyses of the data are in progress. This report details the history of the study and describes the data collection activities.

BACKGROUND OF THE STUDY

Much work done at the R&D Center over the last few years by the Correlates of Effective Teaching Program (COET) has focused on classroom processes which related to achievement in the basic skill areas in elementary and junior high schools. This interest and general research background led COET staff and personnel at the AISD Offices of Developmental Programs and Research and Evaluation to jointly tackle school problems of low SES achievement. Initial planning efforts produced a series of research reviews on effective teaching in low SES elementary schools. (Other Center programs were also involved in other components.) The reviews included research done in Austin schools by the Center, as well as work by researchers in other parts of the country. They covered the topics of in-service, classroom structure, teaching methods, teacher-student interaction, and the use of instructional time. Each was produced in two forms: a 15-20 page paper, and a 5-6 page version that summarized the highlights of the research. These reviews were disseminated in the AISD by the Center and by the AISD Office of Research and Evaluation (ORE) with whom the Center had worked closely in preparing the reviews. The papers were part of one of ORE's priority efforts that year, which was the gathering of information for district personnel about research findings on instruction of low SES students. ORE prepared summaries for other topics, and the R&D Center prepared the reviews of research on classroom processes.

One result of these summaries was that R&D Center staff met with AISD administrators in the Division of Instruction and began to discuss how the Center researchers might be of further use to practitioners in the District. These contacts resulted in a list of research questions about effective teaching in elementary schools, especially low SES schools, which were of high concern to the staff of the Division of Instruction.

One set of questions on this list was about classroom organization and management. Since much past R&D research had yielded conclusions that these were extremely important facets of teaching, especially in low SES schools, it was decided that this topic could be most effectively researched by persons at the Center. Indeed, all of the research summaries prepared by the Center, and much original work done here, had expressed the importance of effective organization and management techniques which resulted in greater student time in academic tasks and greater involvement with and exposure to academic content.

However, very little was known about what specific teacher behaviors result in "better" organization. In particular, little information was available about what factors are most important in establishing a smooth-running classroom at the beginning of the year. There is a wealth of general advice that ranges from "Don't smile until Christmas" or "Have your room organized and ready on the first day of school." However, it was felt that such general statements were not sufficient to help a teacher learn effective organization, especially when s/he has never taught before. General principles of instruction are useful, but they must be illustrated and supported by concrete examples if they are to be internalized by new and inexperienced teachers.

Therefore, the Elementary School Classroom Organization Study was designed to answer some very specific questions about establishing and maintaining classroom organization that results in greater student time on task, exposure to content, and achievement. The ultimate purpose of the study was to produce knowledge that could be expressed in terms of specific teacher behaviors that produce effective management of time, instructional materials, contacts between the teacher and students, and the external constraints imposed on teachers. These topics reflected specific district concerns. The study also yielded new ways of conceptualizing classroom organization.

After several informal discussions with AISD staff, a proposal was sent to the Director of Elementary Education which presented some objectives which would be addressed by the study. The response to this proposal was very positive, and it was agreed to conduct a study during the school year 1977-78, to focus on organization and management in third-grade classes in schools with large proportions of students from low SES backgrounds.

Principals in 10 Title I and near Title I schools were contacted and the proposed study was discussed with them. Generally, the reaction of the principals was quite favorable, and they arranged for a meeting with their third-grade teachers during the week before school. After meeting with faculties, 29 teachers in eight schools agreed to participate in the study. Twenty-seven teachers continued in the study until the end of the school year.

Analyses done on the third-grade data showed that management capability during the first three weeks of school was a good predictor of management capability during the rest of the year. It was found that effective managers differed significantly from less effective managers in many beginning- and end-of-year management activities and behaviors. Data used to reach these decisions were student on-task behaviors, reader ratings based on careful analysis of narrative data, observers' end-of-year ratings, and class mean residual gain on the California Achievement Tests.

Based on the positive findings from the Elementary School Classroom Organization Study, the decision was made to study junior high school classes to see if similar results could be found. With the school district's cooperation, a similar study was set up to observe junior high school English and mathematics teachers in all of the Austin junior high schools extensively in the first three weeks (including the first day of school) and approximately once every three weeks thereafter. The goal, again, was to answer questions about the establishment and maintenance of classroom organization that results in greater student time-on-task, exposure to content, and achievement.

TIME LINE FOR
THE JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

Spring, 1978	Contact made with principals of 9 of the 11 Austin junior high schools. Meetings were held with the English and math faculty members to discuss the project and secure volunteers.
Mid-August, 1978	Two other junior high principals contacted and faculties met with to obtain volunteers.
August 21-25, 1978	Observer Training at the R&D Center, lasting about 25 hours over a five-day period.
August 28, 1978	First day of school. Eighteen observers in one class each of 53 teachers (25 English and 26 math) in 11 junior high schools.
August 28, 1978- September 15, 1978	First three weeks of school. Fifty-three teachers, two classes each, seen by 19 observers for a total of over 575 observation hours, or approximately 11 observations per teacher.
September 25, 1978- May 1, 1979	Fifty-one teachers, two classes each, seen approximately every three weeks by one of five regular observers for a total of over 850 observation hours or approximately 17 observations per teacher.
April 9-27, 1979	Students in observed classes given the Student Rating of Teacher form to fill out during the last regularly scheduled observation of the class.
May 1-18, 1979	Students in observed classes given the COET-developed curriculum-based achievement tests in English and math.
May, 1979	Teachers were interviewed and they filled out a questionnaire concerning organization and management techniques, planning and beliefs about the task of teaching.

SECTION II

INITIAL CONTACTS WITH DISTRICT ADMINISTRATORS AND TEACHERS

SECTION II

INITIAL CONTACTS WITH DISTRICT ADMINISTRATORS AND TEACHERS

After receiving the approval and support of the Austin Independent School District's Director of Secondary Education and of the Office of Research Evaluation, initial contacts with nine of the 11 junior high school building principals were made in the spring of 1978. The other two principals and schools were contacted during late summer. During meetings with the building principals, the purpose and nature of the Junior High Classroom Organization Study was explained and the approval of each building principal was received. The representative from the research project then requested that the principal call a meeting of all English and mathematics teachers so that the project could be explained to them and so that their participation could be sought. Subsequently, during May of 1978, a representative from the project met with each group of faculty in their building to discuss the project and to answer questions regarding it. In each case, the teacher's participation was requested, and teachers were allowed to sign up for the study, which was to be conducted commencing the following fall. Approximately three-fourths of the teachers indicated a willingness to participate, and a number of those who did not volunteer indicated that it was because they were not planning to teach in that building the following year. Thus, the available sample for selection of teachers was reasonably representative of the total population. Obviously, of course, there are some volunteer effects, although they should not be too great, considering the high acceptance rate.

In order to include new teachers into the study, a representative from the project arranged to speak to new teachers during the in-service days in the week prior to the beginning of the year. Most of these teachers were present at the meetings, and approximately one-half indicated willingness to participate, even though it was their entree into teaching.

Final selection of the teachers from the available pool allowed for representation from each of the 11 schools in the district and roughly proportional representation on the basis of years of teaching experience. In addition, 17 of the teachers who had volunteered had also participated in a large-scale process-product research study three years prior to this study. All of these teachers were included in the final sample in order to test hypotheses regarding stability of teaching behaviors and effects over time, as well as to study changes in various aspects of these teachers' instructional characteristics. Within the constraints imposed by the preceding factors, random selection was used to obtain the final sample.

Class and time schedules were obtained from the schools for use in observer scheduling. After the selection of teachers was made, a letter was sent to the 53 chosen teachers informing them of the two periods selected to be observed, the names of the observers, and the schedule of observers during the first week of school. Principals of the 11 schools were sent a letter informing them of the teachers and class periods that would be participating in the study. Letters were also sent to teachers not chosen to be participants thanking them for their willingness and interest. The teachers and principals in the study received the schedule for the second and third weeks during the latter part of the first week of school.

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Teacher Handout)

August 17, 1978

Dear Teacher:

Since we hope that you will be participating with us next year in the Junior High classroom organization study, we would like to introduce ourselves and describe briefly what we hope to achieve in this project.

We will be sitting in on a number of 7th and 8th grade classrooms throughout the school year in order to observe different types of classroom organization. We are interested in seeing how Austin teachers organize their classrooms and manage instructional materials, instructional time, contacts with individual pupils, and activities. With the information we have gathered directly from classrooms we plan to formulate specific suggestions on classroom organization which will be of practical help to other teachers, school district personnel, and teacher educators.

We know that you have questions about the project and that you may want more information on which to base your decision to participate in this study. Below are answers to a series of likely questions, and we will also provide answers to other questions in person.

Who is conducting the study?

The study is funded by the National Institute of Education (NIE). It is being conducted by the Research and Development Center for Teacher Education, The University of Texas, with the cooperation of the Austin Independent School District. Dr. Carolyn Evertson is the project director and Dr. Linda Anderson is the associate project director. Dr. Ed Emmer is the project field coordinator. You may call him at 471-4146.

What is the background for the study?

We know from prior research that classroom organization and management is an important set of behaviors and activities affecting many aspects of life in classrooms. We also know from observation research that there are many styles and methods teachers use to organize their classes. Unfortunately, research has never examined how teachers actually get their classes and learning activities organized from the beginning of the year.

It is common knowledge and part of the folklore of teaching that the first part of the year is the most important. But, except for a few case studies and reports of personal experience, no attempt has been made to identify what teachers do to begin the year and how this initial period affects the remainder of the year.

What is the focus of the Junior High classroom organization study?

The study will look at various ways in which teachers organize their classrooms at the beginning of the year and how they maintain their organization throughout the school year. Because of this focus we plan to undertake what we call "naturalistic classroom observation," which means that an observer will quietly sit in your classroom for certain periods. We will be observing very intensively during the first three weeks of school and then periodically through the rest of the year.

The study will involve 7th and 8th grade classrooms throughout Austin. We will concentrate on several areas of classroom organization. What are techniques teachers use in handling instructional materials? How do they organize activities? What are the internal and external constraints that interfere with a teacher's ability to create a "smoothly-running" classroom? How are different pupils affected by various organizations or styles? Do any types of classroom organization or management activities appear to be optimimum? Do different pupils benefit more from one kind of organization than from another?

The study will analyze the information obtained from your classrooms in terms of specific teaching and organizational techniques. We believe that this information may be helpful to you, to new teachers, or to any teacher who desires some specific suggestions of ways to manage their classrooms.

What will I have to do if I participate in this study?

First of all, we wish to emphasize that it is your decision whether or not to participate in the Classroom Organization Study. The district and your principal have merely given us permission to contact you about the project. Naturally, as with any study of this nature, your privacy will be carefully protected and no confidential or identifying information about you or your classroom will be made available.

There are three activities which we will be asking participating teachers to undertake:

1. An observer allowed in two of your classes five or six times during the first three weeks of school and then once every three to four weeks thereafter. As was mentioned previously, our observers have been trained to be as unobtrusive as possible in your classroom, and past research projects have proved this training to be quite successful.

2. Participate in an interview. We plan to interview participating teachers at a time convenient to you. The interviews will focus on your organizational techniques, planning, and your observations about your classes. Estimated time required: one hour.

3. Achievement test. We need one period, sometime in early May, to administer an achievement test to the two classes that will have been observed. The exam will be constructed to be content valid for the grade and subject area. It will be administered by us. You will receive a copy of the test and the scores for your class.

4. Complete questionnaires. We plan to ask participating teachers to fill out short questionnaires twice during the study, once after the third week of school and again at the end of the year. Estimated time required: 30 minutes each.

What will I receive in return for participating in this study?

1. Compensation for the extra time you spend during the year: We will provide an honorarium to each participating teacher of $50.00 for time and effort.

2. Feedback: At the end of the year you will receive feedback based on our observation of your classroom, and we would be happy, if you wish, to provide comments on the organizational and management processes which we saw throughout the year. We will give you a description of the various management styles and techniques we observed throughout Austin and our analysis of their effects.

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Principals concerning
Selection of Teachers)

August 24, 1978

The Classroom Organization Study will begin soon, so I wanted to let you know which of your teachers were selected for the final sample. The teachers' names, observers' names, and observation times are listed on the enclosed schedule sheet. The selection of teachers from the volunteer pool was random, after balancing the sample to maintain approximately proportional representation by grade level, subject, teaching experience, and school. If any last minute changes occur, we will contact you. Participating teachers have been notified by us in a separate letter.

Our observation schedule is heaviest during Week One, less intense during Weeks Two and Three, and then light (two observations a month for each teacher) during the remainder of the year. We will send you schedules periodically. Discussions with several principals have led to the following school procedures that observers will follow (call me if you have another preference). Each observer will come to the school office on the first day they visit the school. Thereafter, they will go immediately to the teacher's room, unless a schedule change has occurred. Someone from our office or an observer will check with your school office weekly to determine any schedule changes (e.g., B schedule, assembly, etc.) for the upcoming week. During the first week of classes, when changes are frequent and periods often meet at varying times, an observer will check the schedule each day and wait in the office if s/he arrives before a period begins. Most of our observers have been teachers and all have worked in schools before, so we do not think they will create any problems. However, if something occurs, please call me at 471-4146.

I appreciate your and your teacher's willingness to participate. We will work hard to obtain valid data and to provide each participating teacher with useful feedback. Results from the study (without identifying the teachers or schools, of course) will also be used for in-service activities in the district.

Sincerely,

Carolyn M. Evertson,
Program Director
Correlates of Effective Teaching

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The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Teachers Chosen to
Participate)

August 24, 1978

Dear

The Classroom Organization Study is set to begin observations during the first week of classes. We have scheduled your classes at the following times; the observers' names are noted in parentheses.

Period _____, Mon., Tues., Thurs. ( )

Period _____, Wed., Fri. ( )

We have verified the schedule against your school's master schedule; however, if we have made an error by scheduling an observation for your conference period, please call us at 471-1283 or 471-4146, and we will make an adjustment. We do know that class times may vary, particularly during the first week; so you do not need to call us about shortened class periods, B schedules, etc.

We will notify you later next week about the coming week's schedule.

We would like to thank you for your willingness to participate in this study. Our observers will be as unobtrusive as possible. We have found that a simple introduction is best, such as, "This is Mr./Ms. ______; s/he will be observing in our class several times this year. She is working for a research project which is studying learning and teaching in Austin classrooms."

Sincerely,

Ed Emmer,
Project Field Coordinator

ETE/kkk

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Teachers Not Chosen
to Participate)

September 1, 1978

The final selection of teachers for the Junior High Classroom Organization Study has been made and your classes were not selected for observation. The selection process we used was random, after taking into account a need to keep a balanced sample based upon subject, grade level, and years of experience. Thus, no negative inference should be drawn from your not being included: we simply had more volunteers than we could effectively observe. Thank you for volunteering to participate; we are grateful for your interest.

Sincerely,

Ed Emmer
Project Field Coordinator

SECTION III

OBSERVER SELECTION AND TRAINING

SECTION III

OBSERVER SELECTION AND TRAINING

Nineteen observers participated in the original phase of data collection. Most of the observers were selected from a list of graduate students in the Educational Psychology and Curriculum and Instruction departments at The University of Texas at Austin. One of the requirements for selection was that they have classroom teaching experience. Some of the observers were former teachers recruited into the project, some were observers in the third-grade classroom organization study, and others were R&D Center staff members. All observers underwent a week's training which emphasized the nature of junior high classrooms and the types of teacher and student behaviors which were important to note.

Training began a week before the beginning of school. Observers met with R&D staff members for approximately 25 hours of training. During the training sessions the following topics were discussed: preliminary results from the Elementary School Classroom Organization Study, concepts and terms used in the study, techniques for writing narratives, noting time intervals, use of the forms (Student Engagement Rating, Time Log, and Component Rating), procedures for handing in materials, and how to be an unobtrusive observer. Each of the forms was explained in detail and then practiced, using videotaped observations of junior high or upper-level elementary classrooms. These videotapes also were used for practice in writing narratives. The practice forms were handed in and checked by staff members, usually overnight, and feedback was given to observers during the next session. Copies of desirable forms were provided the observers so that they could compare their own forms with what was expected of them. Observer practice forms were used to check reliability also. Ample opportunity was given for answering questions and open-ended discussions to be sure that observers felt comfortable with the forms and understood the rationale for using them.

Among the materials provided the observers was a notebook for use during the observations (Evertson, Emmer, & Clements, Note 2). It contained all the materials observers would need for conducting and completing their observations. The notebook was divided into five parts: narratives, time logs, student engagement ratings, component ratings, and miscellaneous. Each of the first four sections included a set of guidelines, a sample filled-in form and blank copies of the forms. Observers were instructed that additional copies of each form could be obtained as needed. Each form had a standardized ID field.

The miscellaneous section included a map of the city with the locations of the junior high schools marked and instructions on how to get to each one; general guidelines for the observers; a list of standard terms used in the study; a list of teachers, observers and code numbers; and other bookkeeping items such as mileage forms. Observers were also provided a tape recorder and blank tapes for recording the narratives. At the end of the training sessions, observers were given their schedules for the following weeks.

The guidelines and sample forms for the narratives and other forms follow the sections explaining them. Copies of correspondence with observers and other training materials follow this section.

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Potential Observers)

July 10, 1978

The R&D Center for Teacher Education is looking for some classroom observers to work on a project between August 21 and September 14. Because of your training and experience, we would like you to consider becoming an observer for this project.

The research study will involve observing in about 50 junior high school classrooms. We are interested in the organization and management of these classes, and we will be following them throughout the year with a small number of our regular observers. We are seeking several special observers such as yourself for the first several weeks of the school year, because we plan to do the most intensive observation at that time.

We will pay you $ 500.00 if you work for this project. In order to be hired you must be available to work 20 to 30 hours during the week of August 21 (observer training); 40 hours during the week of August 28 (the first week of classes in AISD--note, however, that UT classes do not begin until the following week); and 20 hours per week during the weeks of September 3 and September 10.

This type of study has never been done before at the secondary school level. We think it is exciting and represents a unique opportunity to gain insights into effective management practices. If you would be interested in working on this project, and your schedule allows it, please return the enclosed postcard by July 14. You will be called in a day or two after we receive your reply.

Sincerely,

Ed Emmer
Project Field Coordinator
Junior High Classroom
Organization Study

encl

EE/bja

LETTER TO PARTICIPATING OBSERVERS

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Research and Development Center
for Teacher Education
Education Annex 2.144

August 15, 1978

Dear Observer,

We are pleased that you will be participating in the Junior High Classroom Organization Study. We would like to describe briefly what we hope to achieve in this project.

We will be sitting in on a number of junior high English and math classrooms throughout the school year in order to observe different types of classroom organization. We are interested in seeing how Austin teachers organize their classrooms and manage a variety of aspects of their instruction. With the information gathered directly from classrooms, we plan to formulate specific suggestions and advice on classroom organization which will be of practical help to other teachers, school district personnel, and teacher educators. In other words, we would like to see the Junior High Classroom Organization Study complete the full circle from classrooms like the ones you will observe back to many other classrooms.

What is the background of the Junior High Classroom Organization Study?

The study is a cooperative venture between the School District and the R&D Center for Teacher Education. The District has become increasingly concerned with the amount of real "learning time" available to Austin classrooms, and many individuals have become interested in how different teachers cope with outside constraints and other organizational problems to provide the greatest amount of teaching and learning activity. These concerns are shared by our Center and reflected in its long-range mission, which involves "developing principles and alternative strategies which different teachers can employ to maximize their impact on child learning. . .and in identifying the contextual factors in school and community which can inhibit or be organized to support teaching and learning."

Throughout this past year we have been pleased that so many administrators, principals, coordinators, and teacher-consultants have expressed enthusiasm for our study. Many teachers have been willing to have us observe in their junior high classrooms. Since we at the Center have always felt strongly about the necessity for teachers and researchers to work together for the improvement of the classroom process, we are looking forward to working with these teachers in the Junior High Classroom Organization Study. You, as the observer, will be a critical link between the individual classroom and the Center.

What is the focus of the Junior High Classroom Organization Study?

The study will look at various ways in which teachers organize their classrooms at the beginning of the year and how they maintain their organization throughout the school year. Because of this focus we plan to undertake what we call "naturalistic classroom observation," which means that you as an observer will sit in classrooms for certain periods as quietly and unobtrusively as possible. You will observing very intensively during the first three weeks of school.

The study will involve 50 junior high teachers (two classes each) in Austin. We will concentrate on several areas of classroom organization: for example, how does a teacher exhibit leadership in controlling classroom behavior in instructional matters? How does a teacher meet student concerns? How does the room arrangement facilitate organization? What are the constraints on the teacher? We are also interested in the personal characteristics of a teacher: What is her style of teaching and is she consistent in continuing this style? Are there students in the classroom who stand out, who require or receive extra attention for either behavioral or academic reasons? If so, who are they and how does the teacher handle them?

The study will analyze the information obtained from the classrooms you observe in terms of specific teaching and organizational techniques which are seen as desirable trends. We believe that this information will be helpful to new teachers in the AISD or teachers who desire some specific suggestions on ways of improving their classroom organization.

What will be my responsibilities as an observer?

Your first responsibility as an observer for the Junior High Classroom Organization Study will be to attend a series of Observer Training Sessions at the R&D Center during the week before AISD schools start. These training sessions will consist of such topics as logistics, unobtrusive and efficient observation, familiarization with the general principles of the study and with the various data sources to be used, practice in coding with the Narrative Guide Sheet and other more quantitative instruments such as the Component Rating Checklist, and an idea exchange from individuals who participated in the Third-grade Classroom Organization Study.

Once you have become sufficiently familiar with both the data-gathering instruments and the techniques of the "invisible observer," your next major responsibility is intensive classroom observation during the first three weeks of school. That is, you will be sitting in the classroom looking both at the overall "feel" of the room and at very specific, concrete indications of how efficiently the teacher manages the instructional elements in the classroom. You will be writing a guided narrative record while you are observing; you will also be jotting down other information in the form of checklists and tallies. When you return to the Center you will be taping your narratives and addressing specific areas of concern. This out-of-class analysis will ensure some uniformity of information despite differences in your own style or differences among teachers you observe.

The schedule for observer training and a map of the location for the training are enclosed for your information. We plan to begin the training promptly at 9:00 a.m. on Monday, August 21, 1978 in Room F-17 at the R&D Center for Teacher Education. We will have coffee and doughnuts available at 8:30 prior to the first session. If you have any questions, please contact Barbara Clements at 471-1283 until 2:30 p.m., or at home at 926-2981 after 3:00 p.m. We are looking forward to seeing you on the 21st.

Sincerely,

Ed Emmer
Project Field Coordinator

/bja
Encls

Observer Training Schedule

August 21, 1978
Monday/9-12
- Introduction to the study
- Discussion of 3rd grade study and what has come of it
- Concepts and terms used in study

Monday/1:30-3:30
- Writing narratives
- Noting time intervals
- (Homework) Reading 3rd grade samples

August 22, 1978
Tuesday/9-12
- Discussion of good vs. bad samples
- Give sample--observers critique
- 15 minute videotape--practice

Tuesday/1:30-3:30
- Feedback on tape with discussion
- 15 minute videotape--practice

August 23, 1978
Wednesday/9-12
- Feedback on tape with discussion
- Student Engagement Ratings
- Time Log

Wednesday/1:30-3:30
- 30 minute videotape--using SERs
- Handout sample from the tape--discuss
- Practice Time Log and hand in (for reliability

August 24, 1978
Thursday/9-12
- Feedback on tapes and time log
- Emmer Component Ratings

Thursday/1:30-3:30
- 30 minute videotape--SERs
- Practice Component Ratings (for reliability)

August 25, 1978
Friday/9-12
- Procedures for handing in
- Checking out tape recorders and supplies
- Unobtrusive observer
- Scheduling
- Question and answer

Preliminary Results
The Classroom Organization Study
The Research and Development Center for Teacher Education
The University of Texas

After our initial review of data collected in the first three weeks of school, we listed five characteristics of teachers who had greater "time on-task" and less "time off-task." By "time on-task," we meant that the students appeared to be doing what was expected of them, such as working at assignments or going through classroom routines. By "time off-task," we meant that the students were occupied in activities that took them away from their work, either misbehaving or moving around the room for personal reasons (e.g., getting water).

The average class had two kids off-task every time we looked (every 15 minutes). The range across classes was from .5 students off-task each time we looked to about six students off-task.

We averaged each class's ratings for the second and third weeks of school, and then looked at what the teacher had done during the three weeks to set up the classroom.

The following points seemed to us to differentiate the teachers with more time on-task (and less off-task) from those who had more problems with students being off-task more of the time. We will examine the data collected over the rest of the year to see if these points hold up as general recommendations. Each point can be illustrated with specific examples, both positive and negative. Materials that will be produced from the study will include these specific examples (anonymous, of course), and you will receive these when they are ready.

1. They demonstrated an ability to analyze the tasks of the first few weeks of school in precise detail. Their presentations to the students about rules, procedures, and assignments were very clear, and they followed up on these by pointing out to the students in detail what they were and were not doing that was appropriate. They were very consistent in this attention to detail.

2. They had thought in advance of the rules and procedures necessary in their classrooms and saw that these were established and communicated to the students before the problems arose.

3. They considered that the teaching of these rules and procedures was a very important part of instruction those first few weeks. That is, they taught "going to school" skills by providing practice in moving through procedures, responding to signals, etc., and pointed out to the students when they were behaving appropriately. They spent as much time as was necessary to establish basic routines and smoothly running procedures.

4. They were able to "see through their students' eyes" in planning the classroom and introducing the students to the school year. That is, they could predict what would confuse or distract a student, and what would be of immediate concern to him or her. They used this information in such a way that problems were prevented.

5. They introduced their students to independent work gradually, and did not "let go" of them without close supervision until they had communicated certain expectations to the students and had established credibility as the leader of the classroom.

GUIDELINES FOR CODERS

The following list of dos, don'ts, and suggestions are intended to prevent problems from arising. Some of them deal with our own office management and some of them deal with our being in the schools. Please read these carefully and talk about any confusing points at the group meetings. If these items weren't important, we wouldn't be making a big deal out of them, and we are making a big deal. So please take these seriously!

1. On your first occasion to observe a teacher, introduce yourself and say you are the observer from the R&D Center for Teacher Education.
2. Arrive for 1st period at 8:25; for any other classes, arrive before the beginning of that period. There is a 5-minute break between classes. Schedules will be provided.
3. Phone this office (471-1283---Barbara Clements or Betty Ancheta) by 8:15 if you will not be able to observe so that we can call the school office and get a message to the teacher. If something comes up during the day, call us as soon as you can.
4. Take notes and complete forms in ink or ball-point pen.
5. Be sure to fill in ID information at the top of the forms. Be sure SER information is complete and that the numbers add up.
6. Tape all narratives and put ID information on each tape. Make the tape as soon as possible after the observation.
7. When you have finished coding, clip together and place in the accordion files on the table in the pit the following:

a) rough draft of narrative

b) Student Engagement Ratings

c) Time Log

d) Component Ratings

Turn in completed narrative tapes to Betty Ancheta.

8. Schedules will be arranged every week by a team leader and can be picked up from Betty. Please check every Thursday. If you have a special request to change your schedule, let your team leader know on Wednesday of the week before or as soon as possible.

9. Keep your coding manual available. If you run into a problem on how to code a behavior, make a note to yourself and look it up in the manual later. If it's not covered there, then ask Barbara, Ed, or Carolyn as soon as you can. The accuracy of the data is, of course, very important. This is a way to assure the best data we can get.

10. In your coding, remember to always be as inconspicuous as possible. Try not to crane your neck, stand up to look at someone more closely, or to follow a student around the room.

11. Try not to respond to the students in any but a perfunctory way. Don't make friends with them. If they try to talk to you, don't do anything to encourage them. Hopefully, they will learn to leave you alone if you ignore them.

12. Avoid leaving the classroom prior to the bell for the next class.

13. You should try to learn the names of the students you are observing. You will be provided with a seating chart to fill in and this will be discussed in more detail in the group meetings. Please don't

discuss a particular teacher or student with anyone. This is a particular concern of the principals and teachers. We must keep our promise of confidentiality to these people and to the AISD.

14. DRESS: Being inconspicuous means dressing in such a way that we fit into the background. This may mean not wearing R&D clothes to code in. It also means imposing some "sexist" restrictions. GUYS: jeans are okay, but they must be clean and neat. GIRLS: jeans are not okay. Nice slacks are. It would be a good idea to wear a bra while in the schools. Sandals are okay. The best rule of thumb is to dress neatly and conservatively in a way that won't draw attention to you from either kids or teachers/principals.

15. The teachers have been told that you are experienced teachers who have been trained to use the coding system. This is just to let you know how the teachers were prepared to allay their anxieties.

16. Part of being as inconspicuous as possible is talking as little as possible with the teacher and other observers. Generally speaking, try to remain involved and occupied with your coding.

CONCEPTS AND TERMS USED IN THE JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

On-task and off-task behaviors. On-task is another way of saying "doing what you are supposed to be doing;" off-task is another way of saying "doing what you are not supposed to be doing" or "not doing what you are supposed to be doing." For example, if a student is working quietly at his desk on an assignment, or if he is turning in an assignment at the teacher's desk, he is on-task. On the other hand, if a student is talking to his neighbor while the teacher is explaining an assignment, or if the teacher has instructed the students to take out paper and pencils, and a student is reading a book, he is off-task. The key to this concept is what would the teacher consider acceptable behavior.

Procedures. Procedures include any routine established by the teacher for the class to facilitate any activity that must be accomplished as part of the class period, but which is not directly related to performing academic tasks. A procedure is a set of guidelines about how to do something that has to be done on a regular basis. The most important characteristic of a procedure is that it has been planned and presented to the class as a way of doing something. Procedures may include getting pencils sharpened, paper and books distributed, getting the students' work turned in, etc.

Rules. Rules are similar to procedures in that they are established agreements about behavior in the classroom, but they are more often definitions of what not to do, and they are not formed in response to necessary daily routines, as are procedures. Rules may include: when talking is allowed, when it is appropriate and inappropriate to move around the classroom, no fighting, no chewing gum, etc.

Transitions. Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. Transitions can occur within the room, or they may involve movement of students in and out of the room.

Interruptions. In this study, interruptions are defined as events which distract the teacher and force his or her attention (and often also the class's attention) on some unplanned event. This might include a messenger coming into the room from the office, an announcement over the loudspeaker, a fire drill, a fight in the room between two students, or a student getting sick and being sent to the office.

Dead Time. This is an interval of time in which the student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an activity.

Signals. A teacher will use a variety of signals during the class period. In elementary school classes a teacher may ring a bell or flash the lights. In secondary school a teacher may signal by raising her voice, snapping her fingers, or with statements such as "Class, give me your attention," or "All eyes on the board." The teacher may also use posture, movement, or eye contact as signals.

Expectations. This word is becoming increasingly common in psychological jargon. The teacher communicates her expectations of student behavior in various ways. Explicitly, she tells them what to do and what not to do. Implicitly, a teacher communicates expectations when she says one thing and does another (e.g., the teacher tells a student to stop talking. He continues. After three times, she gives up. The student learns that if he persists, he can have his way. He learns that her expectations are not really for him to cease talking.)

Credibility. This term follows expectations. When the teacher says to stop something, does she really mean it, or is she just threatening? When she says, "I'm going to keep you all after school," can she do it (can she really keep kids who ride the bus after school?) and will she do it (or is it a bluff?)? Credibility is whether the students believe what the teacher says.

Follow-through and Consequences. The teacher says that the consequence of misbehavior is staying in after school; the follow-through is when she does it. Her credibility will be doubted if she threatens, but does not follow-through with the consequences for misbehavior.

Testing of Limits. A student tests a teacher when he gets up to go to the pencil sharpener just after the teacher has said, "Everyone in their seats." Different students test for different reasons: some to get attention, some to get information, others might do it because they are unclear about where they stand in relation to the teacher.

Critical Incident. This is an occasion in which the teacher is challenged or looked to for a decision which will set the precedent for future similar occurences. An example of this is when a student fails to hand in his homework. What the teacher says or does, how s/he says or does it, with what degree of confidence s/he says or does it, and the effect on the other students all make up parts of a critical incident.

Feedback. At the beginning of school, the classroom is literally a place where strangers are getting to know each other. The teacher is the most influential single individual in that group. She gives constant feedback concerning behaviors consciously and unconsciously. When a student attempts to call out an answer instead of raising his hand, the teacher's feedback to that behavior ("Tom, please raise your hand," or ignoring students who are calling out and recognizing those raising their hands) will establish a precedent for similar situations in the future. Feedback can also be instructional. Notes and grades on papers which have been handed in serve as feedback as well as compliments which the teacher gives a student after he has answered a question correctly or brought up an interesting point.

Monitoring. Surveillance. Watchfulness. Being the hawk-eye. Knowing as much as possible about what is happening in the classroom at all times. A teacher monitors students' work when she circulates around the room, checking papers, redirecting the misguided, encouraging appropriate behavior.

Traffic. Classrooms have traffic patterns just as cities do. The location of the pencil sharpener, the box for turning in homework, and the bookshelves are areas of the room which must be considered in room arrangement. A bit of forethought and planning, along with the arrangement of desks and other equipment, can prevent these places from becoming competitors with the teacher. Desks can be arranged differently for different reasons during the year, and should be used to the teacher's advantage.

SECTION IV

DATA COLLECTION DURING THE FIRST THREE WEEKS

SECTION IV

DATA COLLECTION DURING THE FIRST THREE WEEKS

Classroom Observations During the First Three Weeks

Each of the original 53 participating teachers was seen about 10 or 11 times during the first three weeks of school yielding over 575 observation hours. One class of each teacher was seen on the first, second, and fourth days of the first week of school. Another class was observed on the third and fifth days of that week. Thereafter, each of the two classes was seen about equally. Each teacher was seen by two different observers.

The observation sessions in the first three weeks resulted in four types of information.

IVA. THE NARRATIVE RECORD

While in the classroom, the observers maintained a written record of classroom events, with a particular focus on organization and management. The training manual, including guideline questions, was used for reference purposes while the observer was recording his/her comments in greater detail following the observation. The narrative technique, used in the Third-grade Classroom Organization Study, allows information to be gathered about a wide array of classroom events. The main areas covered in the narratives or in comments following the narratives were: leadership in controlling classroom behavior, instructional leadership, instructional systems in operation, student concerns, physical arrangement of the room, constraints on the teacher, personal characteristics of the teacher, visible students, and peer interactions.

Following the observation, each observer recorded the narrative on tape and made comments at the end, if necessary. It was found that by doing this, far more detail could be recalled than could be written during the observation thus providing more detailed information. Narratives of each observer were read during data collection by R&D Center staff members in order to maintain a high level of quality in the descriptions. Observers were then given feedback on areas which needed more attention. A typical specimen record length is eight to ten typewritten pages for a 1-hour observation.

Guidelines for writing narratives, sample narratives used in training, a sample form and procedures for dictating narratives follow.

GUIDELINES FOR WRITING NARRATIVES
IN THE JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

In writing narratives, these eight major points should be addressed:

1. Leadership in controlling classroom behavior
2. Instructional leadership
3. Instructional systems in operation
4. Student concerns
5. Physical arrangement of the room
6. Constraints on the teacher
7. Personal characteristics of the teacher
8. Visible students

Each point is discussed below with some specific topics that should be considered.

1. Leadership in controlling classroom behavior

Teachers who exhibit leadership in this area apparently accept the major responsibility for getting students engaged in learning activities, and for maintaining appropriate student behavior. This is exemplified by their efforts to define appropriate behavior for the students and to remind them about it when necessary. The teacher makes sure that the student behaves appropriately. The following questions help determine the nature of a teacher's leadership in this area:

A. What are his/her expectations for behavior? Were they formed in advance, as evidenced by the activities of the first few days? That is, did the teacher present important rules and procedures before problems arose? Were there any important rules and procedures that could have been (should have been) covered but were not (e.g., bathroom, water, pencil sharpener, supplies, traffic to materials, attention-getting--both by the teacher and by the students)?

B. Were the expectations clear? That is, when the teacher presented expectations (whether as rules, procedures, or corrections), was it clear to the students what they were to do? Did the teacher break down complex procedures to the students' level of understanding (e.g., did they "walk through them" for practice, did the teacher spend enough time talking about the rationale for the rule, did s/he use terms familiar to the students? When students misbehave, are the corrections specific about what the student should be doing instead of the misbehavior? What does the teacher do to help the students remember the rules (e.g., practice, posting, frequent reminders and review)?

C. What are the consequences of appropriate and inappropriate behavior in this class? Are they clear to the students? Does the teacher see misbehavior when it occurs through accurate and regular monitoring? When s/he sees, does the teacher react in a predictable manner? What is the typical punishment or response to misbehavior in the class, and how serious is it to the students? When the teacher corrects a student, does s/he follow through to see that the appropriate behavior begins? How does the teacher note good behavior? Does the teacher use public praise and if so, under what conditions? What signals or cues does the teacher use to elicit appropriate behavior? Are there signals for inappropriate behavior?

D. How is the Unexpected dealt with in this class? Does the teacher's handling of the out-of-the-ordinary reflect leadership, or does s/he lose the ability to run things when there are too many interruptions, malfunctions or equipment, or other awkward occurrences?

2. Instructional leadership

Teachers who exhibit leadership in this area have classrooms where most of the time is spent in productive work. The work is not all "cut-and-dried," but most activities are conducted for the purpose of the students' learning and/or practicing some skill, not for the sake of taking up time with minimal hassles on the part of the teacher. There is an evident sense of purposefulness, in that the teachers and students are both there to learn, not to "go through the motions" of completing assignments. Aspects of instructional leadership may be found by answering the following questions:

A. Is there enough interesting work to do that is appropriate for the students in terms of difficulty level and length of assignment? Are the assignments clearly explained so that students can function independently when necessary? What kinds of materials are used (textbooks, dittos, games, library books, posters, maps, etc.)? Are materials for assignments ready for the students when the assignments are made?

B. What is the method of presentation used by the teacher (e.g., lecture, discussion, group work, individual work)? How eager are the students to participate? What is the teacher's method of ensuring that all students are either actively participating or listening? Is every student required to participate? How careful is the teacher to stay on the subject and how does s/he return to the subject when the discussion drifts away? Are student suggested topics incorporated into discussions?

C. Are the students held accountable for doing their work and doing it well within the time allotted? Do they expect the teacher to contact them about their work? Are there frequent teacher contacts about academic topics? Do the students get feedback about their work? What is the schedule, if any, for tests and what are the relevant procedures? Is the teacher available on a regular basis for questions about the work content? Does the teacher allow peer tutoring? What happens if a student doesn't have his materials or assignments with him?

D. Does the teacher control the pacing of work, or do the students? That is, how is it determined that students are to move on to another activity? If the teacher controls this pace, is s/he flexible, and under what circumstances? That is, is any change in plans a result of the teacher's assessment or the students' declarations that they need more time? What provisions are there for activities after work is done? How do these affect (for better or worse) the continuing work of students who have not finished?

3. Instructional systems in operation

A. What is the set of procedures and activities the teacher uses to deliver instruction to the pupils? Describe how the lesson begins, whether the objectives are clear, whether explanations are adequate for all pupils, how much practice is involved, the types of examples, degree of pupil involvement, questions, demonstrations, variety of approaches. Describe the nature of assignments, and if they are differentiated for different pupils. How is student progress assessed and what mechanisms exist for feedback to pupils? What is the time allotment for various activities? Describe any motivational activities or systems in operation.

B. Describe the procedures for dealing with absent students when they return. Are they expected to complete missed assignments? Can they get assistance? How?

C. What happens when a student(s) does not turn in an assignment? How many non-workers are in the class, and what does the teacher do about them?

4. Student concerns

In some classes, the students never (or almost never) exhibit confusion about what they are supposed to do, and seem to have very clear understandings of what is expected of them as well as what they can expect from the teacher. They focus most of their attention on the work that is to be done, instead of other attractions or worries. They do not seem unduly concerned about their safety or their interactions with peers or the teacher. They are very comfortable in that class. The following questions may help to focus on this topic:

A. Is there confusion or concern indicated by the students through many questions about assignments, procedures, etc?

B. Are the students generally successful in meeting the demands placed on them, whether behavioral or academic? What is an incentive for them to do well, and why do they seem to try to please the teacher? (Or, alternately, why don't they try to do well and please the teacher?) What's most important to them in that classroom?

C. How do the students respond to the teacher? What are their apparent feelings about him/her and about being in that class? What behaviors indicate to you that they have respect, trust, admiration, or the opposite from their teacher? Do you see the teacher's behavior reflected in the students, to indicate that s/he has served as a model that they have imitated?

5. Physical arrangement of the room

In some classes, the physical arrangement serves to facilitate overall organization, and in some classes it causes problems.

A. How crowded is the classroom, and could this be overcome by a better arrangement? If crowded, what effect was evident on management?

B. Did the teacher set up the classroom to facilitate his/her monitoring and student attention to task? How is the teacher usually positioned in respect to the students, and how are they positioned in respect to each other and the rest of the room? Does the seating pattern have obvious effects on management, such as some students facing distracting areas of the room, or not facing important areas, such as the board?

C. What are the traffic patterns throughout the room? How does traffic to and from the pencil sharpener, and materials, or centers affect management?

D. What changes were evident in the room arrangement through the year, and what reasons were apparent (or expressed) for those changes?

6. Constraints on the teacher

Some teachers are subject to unbelieveable constraints, while others have much external support. Consider the following questions to determine the extent to which the teacher has to deal with externally imposed constraints and how s/he does it?

A. Were there frequent interruptions from outside (adults or students coming and going, buzzers, etc.)? How did these affect the flow of activities in the room?

B. What other problems were apparent, such as malfunctioning equipment, short supplies, shoddy furniture, etc.? Did the overall makeup of the class (assignment of student to that room) seem to be very different from other classes in the sample? How did the teacher deal with each problem to minimize it or exaggerate it?

C. How much support did the teacher receive from other adults in the school in either management or instructional areas? In what ways did other adults seem to hinder this teacher's effectiveness?

7. Personal characteristics of the teacher

Some teachers have a very warm, "motherly" style with their students, while other are cooler and business-like, although not hostile. Others express dislike or disrespect for their students, while others may be inconsistent. Characterize the teacher as to his/her global style of interacting with the students (and other adults, where that is relevant).

A. What is the teacher's basic style: warm, enthusiastic, calm, harried, aloof, detached, hostile, cowed? Think about what the teacher actually said and did that led to your conclusion. On the first day of school, what kind of first impression did this teacher make on the students, i.e., was the teacher disorganized and distracted with an undecorated or unimpressive room, or was the teacher organized and calm with a nicely decorated and impressive room?

B. How consistent is the teacher in continuing this style? Are there changes on a daily basis? Are there changes over the year, gradually? Doos the teacher interact differently with different students? Are there any occasions that strike you as really "out-of-character" for the teacher? What led to this and how did the teacher handle it?

8. Visible students

Every class has at least one student (usually more) who requires and/or receives extra attention from the teacher, for either behavioral or academic reasons. Describe how the teacher deals with the extra-demanding pupils (EDPs) as well as the "super-stars" who are evident.

A. Who are they? (Please include names when possible.) Note students who stand out for any reason, both positive and negative, for either academic or behavior reasons. Note pupils who are especially active, withdrawn, aggressive, responsive, or slow-witted.

B. How does the teacher handle them? Does the teacher strive to prevent problems or does s/he basically react to the student? Is the student ignored? What is the reaction of the rest of the class to the student? Is the teacher "effective" with this student? Is the teacher consistent in dealing with this student throughout the year, as well as throughout the class period?

GUIDELINE QUESTIONS

I. Leadership in Controlling Classroom Behavior

1. What was considered acceptable and unacceptable behavior? How did the teacher inform the students of what was and was not acceptable?
2. When were important rules and procedures established? Were they introduced before problems arose or after?
3. Were there any rules or procedures which should have been established but were not? What were they?
4. Did the teacher give the rationale for each rule? Was there any class discussion about the rules? What did the teacher do to help the students remember the rules?
5. Did the teacher break down complex procedures to the students' level of understanding?
6. What are the consequences of appropriate and inappropriate behavior in the class? Are they clear to the students?
7. How consistent is the teacher in following through with the consequences?
8. How accurate is the teacher in catching misbehavior? How closely does the teacher monitor the students? Is the teacher accurate in assessing which students are misbehaving?
9. What are the signals for appropriate behavior? Does the teacher have signals for inappropriate behavior? What are the typical responses to unsanctioned behavior? What are the typical results of the teacher's response?
10. What were the major problems encountered by the teacher in terms of not getting the students to do what was desired?
11. How did the teacher deal with the unexpected in this class?

II. Instructional Leadership

1. Was there enough work for the students to do that was both appropriate and interesting? Was it adequately explained to the students?
2. What kinds of materials were used in the classroom? Were they ready for the students when the assignments were made?

3. What was the method of presentation used by the teacher? Was it appropriate for the level, i.e., if it required participation by the students, were they able to participate? How eager were the students to participate?

4. How did the teacher ensure that all students were either participating or doing assignments?

5. Were the students held accountable for doing their work? What were the consequences for not doing the work or being prepared for class?

6. How did the teacher give feedback on the student work? What was the procedure for turning in papers?

7. What was the system for contacting students during class discussions? If there was no apparent system, how would you describe his/her style in selecting students for interactions? Did certain students receive a higher proportion of "air time" than others? Why (behavior or academic)?

8. Did the teacher seem to have a system for contacting students doing seat work?

9. How did the students indicate that they needed help? What did the teacher typically do in response to their signals?

10. What provisions were made for what to do when assigned work was completed? Did any problems arise because of students completing work and then having nothing to do?

III. Instructional System in Operation

1. Describe the set of activities used by the teacher to deliver instructions to the students. How did the lesson begin? Were the objectives clear? Were the explanations adequate for all of the students? How much practice was involved? What was the degree of student involvement?

2. Were there activities for different levels of student capabilities?

3. What was the procedure for dealing with absent students when they returned to the classroom? Were they expected to make up missed assignments? Were they able to get assistance from either the teacher or another student?

4. How did the teacher handle nonworkers in the classroom? What was the consequence for not handing in assignments?

IV. Student Concerns

1. Did the students express confusion or concern about assignments or procedures as evidenced by questions?

2. Were the students generally successful in meeting the demands placed on them, whether behavioral or academic? What was the incentive to do well?

3. What are the apparent feelings about the teacher as evidenced by student behavior toward him/her?

V. Physical Arrangement of the Room

1. What was the room arrangement? Could it have been more efficiently arranged?

2. How did the room arrangement facilitate the monitoring of students by the teacher? Did the seating pattern have obvious effects on management?

3. What were the traffic patterns throughout the room, and how did they affect management?

4. What changes are made in the classroom as the year goes by? What reasons for change were apparent?

VI. Constraints on the Teacher

1. What types of interruptions took place? What were their effects on the flow of activities?

2. What kinds of problems were apparent due to room size, short supplies, malfunctioning equipment, etc.? How did the teacher handle them?

3. What were the student responses to evident problems?

VII. Personal Characteristics of the Teacher

1. What is the teacher's basic style? What did s/he do or say to give this impression?

2. How did the teacher introduce himself or herself to the class for the first time? How were the students introduced to each other the first time?

3. Does the teacher deal with all students consistently? When the teacher is inconsistent, what precipitates it?

VIII. Visible Students

1. What are the names of visible students who stand out for either positive or negative reasons, either for behavior or academic reasons?

2. How does the teacher handle them? Is s/he consistent in dealing with these students throughout the school year as well as throughout the class period?

3. What is the effect of these students on the rest of the students in the class?

4. How does the teacher deal with resource students? Are they easily identifiable and how?(emotionally disturbed, learning disabled)

IX. Peer Interactions

1. Is there a discernible social system (friendship network) set up in the classroom?

2. How is seating directly related to the system? Does the teacher change the seating as a result?

3. What overt signs of this system lead to disruption? What does the teacher do?

INSTRUCTIONAL EPISODES

Instruction

Beginning

How are the students organized for instruction?

(Whole Class--All students are attending to the same stimulus at the same time at the same rate,
Group--Students are divided into separate groups with the teacher moving between groups.
Individual--Students involved in independent work with teacher generally available for help.
Other--Combinations or unique situations.)

How does teacher indicate start of activity and move students into position?

[--Systematic?
--Students used?
--Time used? (delays?)]

What is the general subject for the lesson? What is the specific content? (i.e., math -- long division)

Middle

What method is chosen for imparting the information?

(discussion, lecture, group presentation, other?)

What interaction patterns occur within the lesson?

(Are students selected randomly, in any specific order, or are volunteers chosen? Are any sections of the class ignored?)

Is the teacher sensitive to student attention span and comprehension of subject matter?

What is the effect of the above on the lesson?

End

What is the method for concluding the lesson?

(test, summary, disorganized breakup, etc.)

The following short list of words is meant merely to assist the coder in writing classroom descriptions and narratives. The list is meant to encourage word choice and thereby to sharpen both observation and writing skills. The list is by no means exhaustive and is, in fact, intended less as a reference than as a heuristic tool.

assign
lecture
introduce
demonstrate
illustrate
organize
order
threaten
repeat
accept
reject
direct
divert
control
correct
disrupt
compliment
praise
reward
wander
whisper
laugh
criticize
embarrass
ridicule
discourage
encourage
reprimand
exhort
command
promise
exclude
ignore
point
discuss

discipline
disorganized
lost
chaos
hostile
selective
polite
cooperative
helpful
fair
warm
nice
tolerant
bored
sleepy
eager
clever
anxious
attentive
responsive
critical
humorous
creative
gentle
vague
house-keeping
seatwork
confused
clear
style
accomplish
effective
ineffective
effort
outburst

wasted
ill-prepared
prepared
structured
loosely-structured
planned
plan
fidget
chatter
giggle
loud
rowdy
misbehavior
restless
misbehave
procedure
rule
suggest
oral
talkative
happy
unhappy
noisy
friendly
games
conscientious
messy
colorful
interesting
strict
brusque, brusk
group
circulate
consult

JHCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 1 of 8

START: 8:22

SAMPLE NARRATIVE FROM A JUNIOR HIGH CLASSROOM

BEG	END	ST.ENG	
			1. Three students are in the room apparently studying. The
			2. teacher is working at his desk. Some students ask the
			3. teacher questions which he answers from his desk. The
			4. questions seem to be about the homework. On the black-
			5. boards are some drawn angles and the week's assignments.
			6. On the bulletin boards -- Good work is posted, there is a
			7. number line, Bonus Points, Class Rules (list), Activities,
			8. Fun With Numbers (cartoon and a poster), Odds and Ends
			9. (announcements, etc.). On the blackboard at the top center
			10. is a clothespin with a red sign saying "Quiet Period." That
			11. appears to be what is going on now. The teacher is now
			12. working with a student at the blackboard.
			13. The class rules listed are: 1. Bring books and other
			14. materials every day. 2. No talking after the bell, except
			15. during activity period. 3. Gum is allowed if it is properly
			16. used. 4. Raise your hand before speaking during discussion.
8:25			17. Warning bell rings. There are about 12 students in the room.
			18. Most of the students are sitting quietly at their desks which
			19. are basically arranged in 6 rows of 5 desks each, facing the
			20. largest blackboard and the teacher's desk. A table with
			21. 4 chairs is at the side of the room. The teacher's desk is
			22. at the front side of the room, away from the door and next to
			23. some shelves on which are activities, etc.
T-8:30			24. Bell rings. Only two students continue to talk. The teacher
			25. introduces the observer to the class then closes the door.

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 2 of 8

START:

BEG	END	ST.ENG	
			1. The PA announcements begin. The teacher takes some notices to
			2. a student. There are 19 students in the room. Two more
			3. students come into the room at 8:32. The students are all
	T-8:36		4. quiet during the announcements. When the announcements
T-8:36			5. are over the teacher begins class immediately. The first
			6. thing he does is hand out papers to students. They appear
			7. to have a grade on them--points circled on the papers in
			8. black. Two students sharpen pencils while the teacher
			9. erases the blackboard. Teacher puts five math problems on
			10. the board. A student comes into the room and gives the
			11. teacher his tardy excuse then sits down. Teacher reads it
			12. and puts it on his desk.
	T-8:37		13. The students appear to be copying the problems from the board.
			14. The teacher must have made up the problems as he did not copy
			15. them from a paper or book. Teacher hands out more papers.
			16. Teacher responds to his name when it is called out then bends
			17. down and talks quietly with a student.
8:40			18. Teacher is still handing out work to the students, apparently
			19. corrected by the teacher. Students work the problems on the
			20. same sheets that were handed back to them first by the teacher.
T-8:42			21. Teacher asks for the warm-ups to be passed in. Students pass
			22. papers to the front of each row and the teacher takes them up.
8:43			23. Teacher says they will now check the assignment from yesterday.
			24. Teacher tells the students to exchange papers with another
			25. student to check them. Teacher repeats the page numbers of the

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 3 of 8

START:

BEG	END	ST.ENG	
			assignment.
	T-8:44		Teacher is calling out the answers to the homework problems
			from the Teacher's manual. He is standing at the front of
			the room. Most students have their books open. Teacher
			asks if anyone needs any answers repeated. A student
			raises her hand. Teacher calls out her name; then she says
			which number she wants repeated. Teacher calls out the
8:46			answer again, then goes on with the next group of answers.
			At the end the teacher asks if there are any answers they
			want repeated. Several students raise their hands then
			wait to be called on before asking to have one repeated.
			Teacher asks if the students want any additional work.
			No response from the students. There is a little talking
			among the students but it appears to be task-related.
T-8:47			Teacher tells the students to pass in the homework to the
			front of the rows then takes it up.
	T-8:48		Teacher tells the students to "turn to the topic of triangulation." The teacher begins his explanation by drawing a
			tree on the blackboard at the front of the room. When the
			students laugh at his tree the teacher says, "I never was
			an artist."
			A boy gets up, takes a paper to put on the teacher's desk
			(homework?) then sits down. There is no comment from the
			teacher. Teacher has erased the first tree and drawn
			another. The students laugh again. A boy says, "I liked

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 4 of 8

START:

BEG END ST.ENG

the first one better." Teacher smiles but says nothing. One student is putting a cover on his textbook. Another student appears to be copying some math problems. J______ seems to be writing a letter or note. The teacher ignores another student who has his head on his desk.

The teacher has drawn a small triangle beside the tree and is showing how the height of the tree can be estimated by using the smaller triangle. A student turns around and comments to a student behind him. The teacher walks forward, appears to talk to him directly, though addressing the whole class. The boy looks up at the teacher as a result. This seems to be a good attention getter.

The teacher pulls down the overhead projector screen at the side board. He plugs in the overhead projector then gets it set up. Teacher has his transparencies ready to use. He is talking to the class all the while he is getting the projector set up. Teacher then walks over to his desk to get a grease pen. He is still talking while he is walking. Nearly everyone seems to be watching him.

A girl passes a note to P_____ who opens it and reads it. I can't tell if the teacher sees this. A student comes into the room, gets the roll sheet then leaves the room. No interruption of class. I didn't even see the teacher put it there.

Teacher is allowing call outs during the discussion. Teacher

STOP:

HCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-28-78 # Students Present 22 Page 5 of 8

START:

BEG END ST.ENG

walks over to the front of the room, seems to try to maintain contact with all of the students, especially those in the back of the room far from the projector. Most of the students seem to be attentive. There is some gum passing. Three students appear to be doing math problems or writing.

9:00 Teacher encourages students to figure out different ways to find answers. Teacher has been using the side blackboard, then he goes back to the tree at the front. The transparencies had similar triangles and teacher was illustrating how one can find the length of sides on a triangle by using a smaller one with the same angles. Most of the students seem to understand. All but two seem to be concentrating on what he is saying. The other two appear to be gazing around.

T-9:06 Teacher tells the students to get out a piece of paper. "This is the beginning of your assignment." One student sharpehs his pencil. Two students go over to the teacher's desk. A boy gets a piece of computer paper to use. Teacher has a new transparency. More students go over to get a piece of computer paper off the teacher's desk.

T-9:07 Teacher starts discussing the triangle on the transparency. Several students call out, "Are we supposed to draw that triangle?" Teacher says yes. M says, "What are you going to make us do?" Teacher writes on the board what the students are supposed to find, i.e., which side of the

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 6 of 8

START:

BEG END ST.ENG

triangle. Teacher then walks around and answers a question. There is a very low din, students whispering. Teacher then responds to a raised hand as he circulates.

9:10 J_____ does not seem much interested in what they are supposed to be doing. She writes something but then goes back to talking to a boy. P_____ and K_____ are looking at a book on vampires. Then they pass it back to D______, who looks at it while the teacher discusses the math problem on the projector.

T____ asks the teacher a question about a different shaped triangle. Teacher says, "All right, T_____. Let's hold off on that for just a minute and come back." After teacher finishes discussing the problem, he calls T____ up to draw an example of the triangles he was talking about. Teacher then takes his drawings and makes the point T______ wanted to know about. Some students call out and teacher responds to them. Two students are talking off and on, one girl is sitting sideways in her seat and appears to be copying off the paper of the girl behind her.

T-9:20 Teacher tells students to look in their books at their assignment for homework. Teacher then writes the assignment on the blackboard at the front of the room. A girl asks if they can do it on the same paper they have been working on. Teacher says yes.

T-9:21 Teacher tells the students to get started.

STOP:

HCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 7 of 8

START:

BEG END ST.ENG

Two students complain about the cold air in the room. Teacher explains that he will do something about it. There is some student talking while the teacher is explaining. J______ gets up and leaves the room (to go to the bathroom? If so, what is the procedure?) Teacher goes over to K______, who is looking at the vampire book, and quietly tells her to put it under her seat. Apparently about four students have been looking at it. A boy has moved to the table to work. The boy tells the teacher about something that had happened to him. Teacher listens then goes around to help students with the problems. A boy is talking with two other boys, not about math. After several exchanges one boy says that M_____ studies about two hours a night. M______ says, "I do not. I did my math on the bus." Teacher ignores the talking.

9:25 Now there are two boys at the table working. P_____ leaves the room. J______ went somewhere but left her stuff. K_____ has the book back out. Teacher sees her, repeats for her to put it away. She seems to be avoiding working. The two students working together are talking. A boy walks over to them to talk to them. Teacher walks by and says nothing. I think their talk turns into a social chat but it is very quiet and teacher says nothing. It's close to the end of the period. J____ comes back into the room, and then D_____,too. Teacher says something else to K______

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 8 of 8

START:

BEG END ST.ENG

but she still doesn't go to work. Teacher is responding to raised hands. A boy is helping D_____ at the table. Teacher goes over to help them. Another girl leaves the room (to go to the bathroom?).

T-9:35 Bell rings. Teacher says, "See you tomorrow." Students gather up their stuff and file out of the classroom, chatting.

STOP: 9:36

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 1 of 8

PRACTICE NARRATIVE FROM A VIDEOTAPE

START: 9:00

BEG	END	ST.ENG		
T-9:00			1.	Teacher tells the students to "Put that book in the right
			2.	hand corner of your desk, please." Students are busily
			3.	preparing for class to begin. One student says, "Shhh."
			4.	There is no response from the teacher. Teacher tells the
			5.	students to take out their geography books, maps, and
			6.	question and answer sheets. "You do not need any pencils
			7.	or pens." Teacher is helping a student find her
			8.	materials. Two students walk up to the teacher to ask
			9.	questions. Teacher talks with them, then they sit down.
			10.	Teacher asks how many students did not get through with
			11.	the map yesterday. There is no response from the students.
			12.	Teacher tells the students to put the question and answer
			13.	sheets and map under the textbook.
	T-9:04		14.	Teacher refers to what they talked about last week and says
			15.	they will be doing the same thing with these states.
			16.	Teacher asks the students who can name the three mid-
			17.	Atlantic states. Many students raise their hands.
			18.	Teacher calls on a student who gives the correct response.
			19.	Teacher shows two posters illustrating latitude and
			20.	longitude lines. She reviews what they mean, stating
			21.	that she had talked about these before but she was aware
			22.	that some students did not understand. She explains that
			23.	longitudinal lines measure East and West. She says that
			24.	the lines are like "rungs of a ladder." Students are
			25.	attentive to the teacher and raise their hands to be

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 2 of 8

START:

BEG END ST.ENG

called on to give answers to her questions. The mode of
presentation is teacher questions, student answers, then
teacher repeats or expands the answer. Teacher asks
J____ to count the lines across to a particular point.
When he has trouble she has the whole class count
together. Teacher then gives J____ another chance to
9:06 answer successfully. She asks which side of the map
would East be on--a physical reference to the map. In
an attempt to get the students to remember the word
"longitudinal" she asks the question after saying,
"I'm real tall, real long." Teacher reminds a student
she sees with a pencil, "I think I told you what to do
with pencils and pens." Can't see if the student puts
the pen or pencil down. Teacher laughs at an incorrect
answer then finally gets the correct one. Teacher places
the posters on the board and tells the students they will
be referring to them. Teacher then refers to a large
U.S. map hanging in front of the blackboard at the front
of the room. (The students are seated at individual
desks clustered in twos or threes facing the front blackboard.)

T-9:08 Teacher tells the students to turn to page 84 in their
geography books, where there should be a map. A student
calls out that the map is on page 85. Teacher acknowledges
and tells everyone to find the page. Teacher continues to

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 3 of 8

START:

BEG	END	ST.ENG	
	T-9:08		1. talk while the students are finding the page. Students
			2. all seem to have their books open and are on-task.
			3. Teacher points out the 5° lines on the map on the
			4. blackboard. Students are pretty quiet and still.
			5. Teacher is pointing with her hands. Teacher normally
			6. asks a question then calls out the name of the student
			7. on which she is calling afterwards. When teacher gets a
			8. partial answer she encourages the student by saying,
			9. "I think you're right but let's make it a little more
			10. clear." The student is then given a chance to make a
			11. more complete answer. Teacher normally expands or
			12. clarifies an answer given by a student. Students are
9:10			13. having trouble with this topic. Teacher signals the
			14. direction (such as left and right) by waving her hands
			15. in order to get the students to give correct answers.
			16. Teacher writes various information on the blackboard as
			17. it is given by the students. Teacher is ignoring
			18. call outs by students. Students seem to be anxious to
			19. answer as evidenced by waving hands and calling out
			20. teacher's name.
			21. Teacher calls on M____ to give an answer. After she has
			22. repeated the answer she asks another question. When
			23. M____ starts to give the answer, the teacher says, "Do
			24. you want to go ahead, M____, or give someone else
			25. a chance?" M____ thinks a second then says he'll

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 4 of 8

START:

BEG END ST.ENG

let someone else have a chance. Teacher tells the students
they can refer either to their textbooks or to the map at
the front. One girl is arranging papers at her desk.
Teacher asks what kind of climate they have in the Northeast.
Students answer in chorus, "Cold." Teacher repeats that
they have cold weather mostly. Teacher then says, T____,
you're from New York. What kind of seasons do you have?"
This seems a little abstract for the students and T___ is
unable to satisfactorily answer. Teacher then tells the
students to describe how long the seasons last. Finally
the students answer that they have a short summer and a
long winter. Teacher repeats this and says that this will
relate to something later on. Teacher then asks what kind
of weather they have in the Northeast. This is followed
by the question, "What regulates weather?" This, too,
seems a little abstract and the students are unable to
come up with a completely satisfactory answer. One boy
9:15 offers, "Where we are on the map." Another boy offers
the answer, "The position of the sun." Teacher expands
this to include the location in relation to the equator.
One student says something about proximity to the ocean.
When teacher asks about what affect this would have,
the girl says that the water freezes. Teacher chuckles,
then says that oceans don't freeze over and asks why.
Teacher then tells one boy to look it up so they "can be

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 5 of 8

START:

BEG END ST.ENG

1. scientific about it."
2. Teacher tells the students that they're getting off the
3. subject and reminds the students that the mid-Atlantic
4. states have long winters and short summers.
5. Teacher then asks what the land is like in this area.
6. One student answers that there are mountains. Teacher
7. asks, "What mountains?" A student answers, "The
8. Appalacian highlands." Teacher asks, "Who can find
9. them on the big map at the front?" A girl comes up to
10. look for them and finds them. Teacher asks her how she
11. knows that those are the mountains. She can't answer but
12. another girl answers (when called on) to look at the
13. legend. This second girl then comes up to show where the
14. legend is. Teacher asks how high these mountains are.
15. The students look on the legend and say how tall they
16. probably are. Teacher then asks how the mountains got
17. to be so tall. A student answers that a glacier formed
18. them and another adds that erosion also was responsible.
19. Teacher then looks at the legend and says that the
20. mountains are "about 2000 to 5000 feet, maybe a little
21. higher." Teacher then probes what else the students
22. remember about the three levels in this area. She points

9:23

23. to green areas on the map and asks if the elevation is
24. higher or lower than the Appalacian Highlands. Most
25. students are still raising their hands to be called on to

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 6 of 8

START:

BEG END ST.ENG

answer. They seem to know most of the answers the teacher is asking. One student is called on and gives the answer "Coastal plains." Teacher acknowledges then points to another area and asks who remembers what this area is called. Another student is called on and answers correctly, "The Piedmont." Teacher then asks that student if she can spell "piedmont." The student does so correctly. Teacher then reminds the students that "piedmont" means "rolling hills." Teacher waits to call on a student until most of the students have their hands raised. She calls on the first student to raise his hand if that student has not already been called on often. She seems to be calling on as many students as possible to give answers.

Teacher then asks the students to find the boundaries of the mid-Atlantic states. Students name Lake Erie and Canada, then the teacher asks them to name specific states that border on these states. Teacher then asks the students to name a city in one of the states that is on the Canadian border. A boy answers New York City. Teacher says no, then gives the hint, "What's the city where people go on honeymoons?" A student then comes up with the answer of Niagara Falls. There doesn't seem to be any basis for the hints or cues which the teacher gives the students. Teacher then asks again for the names of states which are boundaries. As students are chosen to give the names, the teacher writes

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 7 of 8

START:

BEG END ST.ENG

the names on the blackboard.

9:25 Teacher then tells the class that there is one important boundary which they missed. Many students wave their hands. A student is called on and gives the correct answer of the Atlantic Ocean. Teacher is still trying to call on as many different people as possible. She says that she wants to call on someone who hasn't been called on yet. She looks toward the back of the room and says, "Are you asleep this morning?" Can't tell what the response is to this. Teacher then asks if they have found all of the boundaries. One girl is writing at her desk, though the class has been reminded not to have pencils and pens out. Teacher either doesn't see or ignores. Students are still trying to give boundaries when called on. One girl says "Gebeck." Teacher has her spell it out then tells her that it's a "Q" instead of a "G" and that Quebec is part of Canada and they have that written down already. Teacher tells the students to look at the blackboard and see if they have all of the boundaries written down as she calls them out. After calling them out she asks the students, "Did we get them all?" Students mumble yes. Teacher then asks for the "most important boundaries." A student says "Atlantic Ocean" and the teacher agrees. Then a student says "Canada." Teacher hedges, then says that what she wants

STOP:

JHCOS

NARRATIVE

Teacher # X School # X Subject # 1 Period # 1 Observer # 03

Date today # Students Present 20 Page 8 of 8

START:

BEG	END	ST.ENG		
			1.	is on line with the Atlantic Ocean. Students finally come
			2.	up with the answers "Lake Erie" and "Lake Ontario."
			3.	Teacher then asks why these are important. Many hands go
			4.	up and several stay up even after the teacher has called
			5.	on someone to answer. This is probably because the students
			6.	know that there is more than one answer to the question.
			7.	Some answers include water and fish, which the teacher
			8.	expands to mean food. Teacher then asks why water is
9:29			9.	important. Then she remembers that she forgot an answer,
			10.	the St. Lawrence River. She wants the students to add the
			11.	Erie Canal and she gives them a hint by humming a few bars
			12.	of the song "Erie Canal." The students finally come up
			13.	with the answer she wants and then go on to name some things
			14.	that can be had by shipping down the Erie Canal. Teacher
			15.	is nodding and giving a little verbal feedback after the
	9:30		16.	answers.
			17.	It's difficult to determine the direction of this lesson,
			18.	whether it is review or if new information will be
			19.	added. The teacher's cues are clever but not substantive.
			20.	
			21.	
			22.	
			23.	
			24.	
			25.	

STOP: 9:30

005

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 1 of 19

START: 7:50

BEG	END	ST.ENG	
7:50			1. I noticed these changes in the room, since I observed on
			2. Monday: the reading circle or library center on the south
			3. side of the room next to the windows is no longer enclosed
			4. by book shelves which on Monday I noticed blocked the
			5. view of the reading circle from the room and also limited
			6. access to it; a single desk and a chair has been set up
			7. near the teacher's desk and has stacks of paper on it that
			8. look like ditto sheets. I had a brief discussion with
			9. the teacher before the students came in. She told me that
			10. the schedules for her class had been changed twice since
			11. Monday (PE and Music schedules) and that she and the teacher
			12. next door are still trying to set up a time for Spanish
			13. bilingual ed. in the afternoons. Since this teacher does
			14. not speak Spanish, she will teach social studies and science
			15. to both of the classes and the other teacher will do Spanish
			16. for both of the classes. However, it isn't settled yet as
			17. to how they will do this (this is the fourth day of school).
			18. Also, the teacher realizes just now that this is the second
			19. odd calendar day in a row, which means that the kids will
			20. have PE for the second day in a row. She tells me that she
			21. had made arrangements for the resource teacher to do something
			22. with some of the kids, but if they are going to be in PE at
			23. that time, then those arrangements are not feasible.
T- 7:50			24. The students come in and some come up to the teacher are are
			25. telling her, "Good morning," asking her what they are going

STOP: 7:50

71

CUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 2 of 19

START: 7:50

BEG END ST.ENG

to do that day. As they arrive, she is doing something with
the easel, or else setting up materials in the listening
center (I think probably the latter). She says to me just
before they enter that the kids are being allowed in at
7:50 instead of 8:00 and it seems to imply that they are
supposed to stay in the gym until 8:00. The teacher from
next door comes in and comments on the same thing with this
teacher (it's my impression they are not happy with their
coming in this early.). There is much noise as the students
enter. They go to their seats. Some of them go to their
seats and talk to one another. At least one boy knocks
over a chair. There is a fair amount of shuffling and
moving of chairs. The teacher says very quietly to the
children, "Boys and girls," and then repeats, "Boys and
girls, you are supposed to sit down and be quiet." However,
the children don't really attend to her. She leaves the
room with a child who is sick after asking me if I mind
watching the students. She says the other teacher is right
next door, and that she will be back in a couple of minutes.
D- 7:55 T- 7:55+ The students, by this time, are mostly sitting in their
seats, although a few are in motion. There is no apparent
assigned task. The UT observer, Ms. B_____, comes in and
several students greet her. The principal sticks her head
in the door and says, "Good morning" to the students. The
teacher comes back in with the same child. She says to the

STOP: 7:58

GUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 3 of 19

START: 7:58

BEG END ST.ENG

D-7:58 class, "Boys and girls, the principal has asked me to remind
you to go to the gym when you arrive in the morning. Don't
play outside on the playground." There is a brief discussion
of this, centering on the fact that no teachers for K-3 are
outside to supervise them. (Apparently the 4th and 5th
graders get to play outside in the morning because their
teachers are out.) During this discussion, the teacher asks,
8:00 "H_____, are you following Rule #4?", which is, that there
is to be no talking. H______ doesn't answer and she has
him look at the rule and reminds him about listening while
she talks. Even though she has asked him about the rule,
she doesn't get a response from him. The teacher turns
back to the class and announces that it is another odd day,
so they will have PE again. During all of these announcements,
there are many spontaneous comments from the students to the
teacher and she usually listens and says something in reply.
A_______ raises her hand during this discussion and the
teacher says, "Thank you for raising your hand, A_______,"
but before she can hear A_____'s question, she still has to
ask other students to be quiet. Then she has roll call.
Everybody is present today. The child who is supposedly
sick is lying down on the rug in the library center. She
is left alone for the rest of the morning and I didn't see
the teacher pay any more attention to her. The teacher
announces, "We have a flag, class; it's a homemade one,

STOP: 8:03

GUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~

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START: 8:03

BEG END ST.ENG

colored on paper." (It looks as if it has been made by a child. For some reason, this classroom has never been given a real flag, as the other classrooms have.) There is quite a bit of noise, and she says, "Boys and girls," to get their attention. She reminds one boy, H________, of his behavior contract. This is his last day to behave, she says, or he moves to another table tomorrow (after after the morning's observeration, it wasn't clear to me what his contract was or if the teacher was systematically keeping up with his behavior or not). There is a question from students of where the flag is going to go when it arrives, and the teacher responds by discussing this for a few minutes. (Later note: By the end of the three week period, she still didn't have a flag.) Then they stand and

T- 8:06 say the "Pledge." The teacher announces, "Everyone who goes to Ms. B______, who is the UT observer, please go now." From five to seven students go over to the reading circle with Ms. B_____. (I don't know how they knew who was supposed to go. This was apparently decided earlier. The teacher then addresses the rest of the students left in the room, saying, "Boys and girls," and starts in with a series, "I like the way So and So is listening." She names several students who are waiting quietly for her. When she gets the attention of most of the students, she

T- 8:07 says, "We have several things to do today. This is the

STOP: 8:07

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 5 of 19

START: 8:07

BEG END ST.ENG

last day you have to make something for your 'Me Books.'" (Apparently, this is a book she is having each student make with a lot of things in the book about him- or herself. They are to take their books home to their parents at the end of the week. It looks like something that has been worked on every day during the week.) The teacher over to some shelves next to the window on which she has placed some laminated stores and says, "One of the things you will do today is that you will go to this center, and come here before you do the art work." The materials at that center consist of stories which the students will read and copy by filling in their own names in some of the blanks. The teacher says that they can choose to do either one or two stories and that these will go into their "Me Book" to be taken home. She gives some explanation of why it might be better to do one instead of two, since it would be neater for their parents to see. (I didn't feel that the explanation of what they were to do was really very clear.) She says then, "After you copy the stories,
8:10 you can do the art work and illustrate your book," and she walks over to the table by her desk, where the materials are placed to do these illustrations. There is a discussion of the meaning of "illustrate." Apparently, they are to draw pictures of what their book tells about. She asks, "Does everyone understand?" And she doesn't wait for an

STOP: 8:11

GOS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 6 of 19

START: 8:11

BEG	END	ST.ENG		
			1.	answer but repeats the explanation, anyway. Then she
			2.	describes the work at the listening center, which will be
			3.	listening to the tape and following along in a book. And
			4.	then she holds up and describes the dittos to be done. The
			5.	students are to write in small letters beside the large
			6.	letters and to reorder words in scrambled sentences. She
			7.	says that they will not have to do a sheet on alphabetizing,
			8.	since they did one yesterday and they did okay. (Since this
			9.	is a class of second and third graders, I wonder what range
			10.	of abilities she is trying to cover with these assignments.
			11.	So far there has been no differentiation by ability grouping.
			12.	The students are divided into groups for working, but they
			13.	all end up doing the same thing over the course of the
			14.	morning.) She then says, "The blue group will go to the
			15.	listening center; the green group will do dittos; the yellow
			16.	group will do their books." One girl starts to get up and
			17.	move, and the teacher tells her to wait and continues.
			18.	"The pink group and the orange group will go to the library
			19.	center. Now, does everyone know what to do?" She answers
T- 8:13			20.	some questions. The kids get up and go without a definite
	T- 8:14		21.	signal from her. (I don't know the basis of her grouping.
			22.	I also wonder if a smaller number of groups would be more
			23.	easily handled.) She walks over to the listening center
			24.	and I hear her tell the students there that the first one
			25.	is broken. (I don't know to what she is referring.) The

STOP: 8:14

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 7 of 19

START: 8:14

BEG	END	ST.ENG		
			1.	students are starting the cassette tape themselves, but
			2.	they are having some problems. The teacher comes over to
			3.	check on them and gets the tape started. Is is audible
			4.	because there are no ear plugs (sic=earphones) for the
			5.	students. The students are to read along with the tape.
			6.	It is a song and a story (and doesn't work on specific
			7.	skills, as some tapes do).
8:16		1	8.	The group at the listening center is fairly loud since
			9.	they are reading aloud along with the tape, which is also
			10.	turned up fairly loud. No one else in the classroom seems
			11.	distracted as yet. (I wonder how this will affect the
			12.	reading group, which is with the UT observer, since they
			13.	are right next to the listening center, separated only by
			14.	a bookcase. They are apparently reading silently. One
			15.	student's chair in this group is especially close to the
			16.	listening center and one student at her desk is also very
			17.	close. If I were the students in those positions, I think
			18.	I would be distracted by the tape, especially since it is
			19.	going to be repeated throughout the morning.) The teacher
			20.	goes to her desk and begins testing a student who has been
			21.	at his desk working on dittos. (Throughout the morning,
			22.	the students are taken from their activities and given these
			23.	reading tests.) During the test, the teacher gives one
			24.	quiet correction to the students at the listening center,
			25.	but they don't seem to pay too much attention to her.

STOP: 8:21

CUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 8 of 19

START: 8:21

BEG END ST.ENG

(I think they are having a good time reading, and singing along with the tape. The reading seems very easy to them.) The teacher gives a quiet, "Boys and girls," with her finger to her lips, for those students in the library center who are next to her desk and who have picked out books to look at. An adult comes into the room, but doesn't deal with the teacher, and instead goes to the UT observer and watches her. There is a question to the teacher from the listening center group about how to rewind the tape, or whether they should. The teacher either doesn't hear or ignores them, and the students go ahead and start to rewind the tape themselves. B____ is up out of his seat, where he has been working on his dittos, and goes over to help them. They get another tape started. The students at the library center have apparently chosen their own books (I heard no directions from the teacher about this or about which books they were to choose.) Some are sitting in chairs and some are on the floor. B______ has gone back to his desk, but returns to the listening center. The teacher looks up from her testing and says quietly, "Boys and girls," to those that are at the library center. (I see no noticeable effect on the students.) The teacher turns back to her testing. B has now wandered over to the library center. There is no response from the teacher yet about his movement. Now he is back down in his own chair. (Remember that he

STOP: 8:29

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~

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START: 8:29

BEG	END	ST.ENG	
			is on a "behavior contract." There is another mild
8:30		2	correction from the teacher with her finger to her lips,
			from where she is sitting at her desk to the students
			at the listening center, who are becoming noisy and active.
			The teacher turns to a student at the library center and
			asks him to whisper instead of reading aloud. (I didn't
			think he was nearly so obviously noisy as the students at
			the listening center, or, for that matter, as the tape
			itself at the listening center.) The songs and stories
			on the tape, I think, are much more appealing than the
			rest of the work the students have to do that morning.
			It's easy for me to imagine it's distracting other
			students (It's distracting me!).
T- 8:37			A kitchen timer rings. (This, apparently, is the signal
			to change groups.) The students go back to their seats;
			there has been no warning given that this change has been
			coming up. The students at the listening center leave
			the tape as it is; it is not rewound. The teacher stands
			up and says, "Boys and girls, I like the way _______ is
			listening." She reminds them about the rules about being
			quiet, because the UT observer and she are both listening
			to people read. She says, "The people at the listening
			center should read quietly." (Again, I thought to myself
			that the tape was noisier than the kids working.) During
			her instructions, two students get up to go to the pencil

STOP: 8:38

GUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM PM

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START: 8:38

BEG	END	ST.ENG		
			1.	sharpener and she quietly and calmly corrects them. She
			2.	now says to the large group what each group is to do now
			3.	and reviews the same activities that were described
	T- 8:39		4.	earlier. These students get up and go to the activities
			5.	and the teacher goes to the listening to show the students
			6.	there what books they are to use. She turns and says,
			7.	"Boys and girls," to the rest of the class, but doesn't
			8.	wait for their attention. She then goes back to her desk
			9.	and begins testing again. She says to two boys at their
			10.	seats, "I like the way you're working." Despite the
			11.	transition between activities, the group with the UT
			12.	observer has not changed. Now there is no one at the
			13.	library center. The girl who felt sick earlier this
			14.	morning is still sitting alone at her desk, with her head
			15.	down.
8:41			16.	I have noted the following changes in the bulletin boards
			17.	since Monday: The rules have been posted on the board
			18.	just behind the listening center and are: (1) You raise
			19.	your hand for permission. (2) Walk inside at all times.
			20.	(3) Talk quietly. (4) Listen when others are talking.
		3	21.	(5) Respect other people and property.
			22.	Two girls begin putting folders on the students' desks
			23.	following teacher's directions, but I don't know why they
			24.	are doing this. The teacher is still at her desk giving
			25.	tests. She says, "Boys and girls at the listening center,

STOP: 8:43

CUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 11 of 19

START: 8:43

BEG END ST.ENG

listen to the story." There is little reaction from the students who were beginning to socialize. The teacher turns back to testing. Some students are now up to the library center, and some go up to the teacher's desk while she is between tests, and she interacts with them. She gets up and circulates. Several students--at least seven--are now up out of their seats and she sends one or two of them back. As she is circulating, she says, "Boys and girls," and then says, "B_____, you should be sitting down; you've got a lot of work to do." He goes to his seat but doesn't start on his work. The teacher doesn't follow up on this. The teacher goes to the listening center and briefly checks on their progress. The students at the reading circle with the UT observer are now writing and using chairs as desks. The teacher goes back to her desk and calls B_____ up. She says to the listening center from across the room, "You're too loud since you're next to Ms. B_____'s group; you've got to whisper or not talk at all. Follow Rule #3." (Once again I want to emphasize that they were no louder than the tape was.)

8:58 The timer rings. There is no response, including the teacher. B_____ is in his seat with his hand up, but he puts it down when he gets no response from the teacher.

T-8:59 The teacher says to the class, "The bell went off and you should have immediately gone to your seats. When I'm busy,

STOP: 8:59

CUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 12 of 19

START: 8:59

BEG	END	ST.ENG		
			1.	I can't tell you every time." The students then start going
D- 8:59			2.	to their seats. The teacher continues with a reading test
			3.	at her desk.
	D- 9:01		4.	Then she turns to the class and repeats her description of
		4	5.	the same activities and which group is to go where.
			6.	She says, "Last time, everyone got a little bit loud. I
			7.	want you to concentrate on talking quietly and only talk
			8.	if you feel the need to talk. Don't talk just to socialize."
	T- 9:04		9.	(During her presentation, I felt that many students were
			10.	ignoring her.) They go to the groups when the teacher
			11.	says, "You may go to your groups now." Despite this change
			12.	in activities, the kids are still with the UT observer at
			13.	the reading circle. The teacher goes to the listening
			14.	center to say, "Now only one person at a time can handle
			15.	the recorder." This was in response to two students
			16.	beginning to argue over who was going to start the tape.
			17.	(The rules are not posted near the listening center about
			18.	its use, and I have not heard them discussed.) The teacher
			19.	says to the class, "I like the way ______ and ______ are
			20.	working quietly." The tape comes on in the middle of her
			21.	praise, singing a song about "Brown Bear, Brown Bear,
			22.	What Do You See?" However, I think that few were listening
			23.	to her public praise, anyway. The teacher goes back to her
			24.	desk and starts another test. (At the beginning of a new
			25.	round of activities things are always a little quieter than

STOP: 9:08

GUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 13 of 19

TART: 9:08

BEG	END	ST.ENG	
			1. they are later on into the activities.) Most students are
			2. now working at their desks. There is one at the library
			3. center, four at the listening center, and the same five
			4. still with the UT observer. Some students go to the
			5. teacher's desk while she is testing. (I'm not sure what
			6. response they're getting.) An adult comes into the room,
			7. goes up to a student, and takes him out of the room. She
			8. does not talk to the teacher before doing this.
9:14		5	9. The teacher reminds the students at the listening center
			10. not to sit on the benches, because they'll break. These
			11. benches are made of particle board and are placed on
			12. cinder blocks (I'm not sure what they're used for, if not
			13. for sitting. It may be that the teacher intends to reinforce
			14. them with another cinder block later on. These have been
			15. here since the first day.)
T- 9:19			16. The timer rings. The tape is turned off and some students
			17. start to move to their seats. The teacher is through
			18. testing and so some kids go to her desk. The teacher says,
			19. "Boys and girls," and students who did not start to move
			20. when the timer rang then go to their seats. She says, "I
			21. like the way ________ is listening; I can see her eyes;
			22. okay, can everybody hear me? We'll wait until everybody
			23. is ready." She calls a boy to come out of the bathroom,
			24. because somebody else is already in there. When the group
			25. is together and fairly quiet, she repeats the instructions

STOP: 9:22

005

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 14 of 19

START: 9:22

BEG	END	ST.ENG	
			1. for each group. She has to ask if the yellow group has
			2. been to the listening center yet. She says to C______,
			3. "Are you following Rules #4? Now, boys and girls, when
	T- 9:25		4. I'm talking you should be listening."
			5. Not all students are listening to her reminder about
			6. listening. She does not push for their attention. The
			7. students go to their groups; there is only one in the
			8. listening center now. (I think this is because she is
			9. the only one in the group who isn't in the reading circle
			10. with the UT observer.) Still, the same five students
			11. are in the reading circle with the UT observer. The
			12. teacher goes to her desk and has a conference with B______
			13. about his behavior. (I can't tell from my time here this
			14. morning that B______ is any worse behaved than some of
			15. the other students, although he does move around the room
			16. a lot.) The teacher begins another test, after sending
			17. B______ back to his seat. She corrects two boys about
			18. their having copied their story at the bookshelf instead
		6	19. of in their seats. Some kids go up to the teacher's desk,
			20. but she send them away. A student goes up to her desk
			21. after this and reminds her that she hasn't started the
			22. timer. The teacher makes a face, looks at the clock, and
			23. starts the timer.
9:35			24. Two or three students have gone to the overhead projector
			25. in the back of the room, and the teacher calls from her

STOP: 9:35

COS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 15 of 19

START: 9:35

BEG END ST.ENG

desk that they are to leave it alone. She gives them a more severe warning than she usually delivers. (It seems to me that there has been a little teacher checking of progress throughout the morning, except for correction of obvious off-task behaviors. There have been no interactions with the UT observer; the aide isn't here today. Therefore, most of the teacher's contacts with students, except for the reading testing, have been announcements to the entire class and individual behavior corrections.) Several students have now gone to the library center. (There are, to my knowledge, no rules about the number of students allowed there at any one time. There are now only four there and I wonder if the teacher motioned some away while I was writing this.)

T- 9:43 The timer rings. The reading group with the UT observer breaks up at this time, too. There are several instances of praise delivered: "I like the way that ______ is ready; thank you, _____," and so forth. She says to the class, "Boys and girls, listen so you'll know what to do. Now, this is the last one." (This observer, who has been sitting right next to the listening center and has heard the story of "Brown Bear" about three to four times, is relieved that this is the last one.) She repeats the instructions again. These are the same ones given during every transition. She is saying more than which group is

STOP: 9:45

COS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 16 of 19

START: 9:45

BEG	END	ST.ENG	
			1. going to which location; she is repeating a little bit about
			2. what they are to do where. She reminds R______ to wait
			3. until her instructions are over before moving to a new
	T- 9:46		4. activity. The kids go to groups.
			5. Two more students are already with the UT observer before
			6. the teacher gives the signal to break up the group, or move
			7. to new activities, rather. It seems to me that the UT
			8. observers work independently of the classroom's schedule or
			9. any routines, and that the UT observer simply collects the
9:46			10. students as he/she needs to.)
			11. The children scatter to their activities, and some gather
			12. around the teacher. She moves to the listening center to
			13. get the two students there settled, and reminds them again
			14. about not sitting on the particle-board benches.
		7	15. There is a question from an individual at his seat about
			16. what he is to do, and the teacher repeats the instructions
			17. that she has already given about the seatwork. She now
			18. circulates, repeating instructions as necessary, and spends
			19. a few minutes with two girls having a sociable conversation
			20. about coloring and what they like to do. The teacher leaves
			21. the room and goes next door with the other teacher who has
			22. come to get her. As she leaves, she says quietly, "Boys and
			23. girls, I'm going next door for a minute." There is little
			24. attention paid to her. She comes back in after half a minute
			25. and says (with a note of anger in her voice, although not

STOP: 9:50

CUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

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ART: 9:50

BEG END ST.ENG

much), "All boys who have been to the bathroom this morning, come up here." The boy students can't decide who has been to the bathroom, and have a somewhat humorous period of time arguing with one another about who's been and who hasn't. (They know something serious is coming off.) The teacher calls up all boys for a group conference. I can't hear what she is saying to them. The other teacher sticks her head in the door to say to the class, "Whoever did that is going to clean it up. I'm not a janitor and I don't do janitor's work, and the janitor shouldn't have to clean it up, either." She turns to me and explains that two packages of toilet paper have been torn open and scattered around the room. The teachers are trying to determine who has been in the bathroom and who did it. The teacher asks the UT observer who she knows has been to the bathroom this morning, and who hasn't, from her group. The teacher leaves the room again, saying to a couple of students on her way out that it is wasteful to do such a thing and it costs the school money. Meanwhile, one of the girls is washing her hands in the sink next to my chair, very slowly, very carefully, with lots of soap.

9:59 The teacher is still out; she comes back in to say, "Boys and girls," at the front of the room. Most give her their attention. Two are still at the sink, washing their hands, very carefully. (It's my impression that the students are

TOP: 9:59

CUS

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 13 of 19

START: 9:59

BEG	END	ST.ENG
T- 10:00		
		8

going to pay attention to her because they want to find out what's happened.) She says with as much severity as I have heard from her, "This can't happen again; if you see it on the floor, come tell me. Everyone in both rooms says that they didn't do it. Now, I know that I didn't do it. Ms. B   (the UT observer) didn't do it. Mrs. A didn't do it. So I don't know who did it. Somebody must have. Don't let it happen again." (This observer is relieved to be absolved of all guilt in this matter.)

T-10:00 The teacher says, "Now, let's get things ready to go."

8 She corrects those who didn't respond to her signal and gives several praises to those who did. She corrects B______ and Y   . A minute later, she praises the second graders, including Y_____, for listening to her. There are some students in the bathroom, and one at the sink. Meanwhile, the teacher reminds the rest of the class to remember the line rules, and says, "What are the line rules, M_______?" She has to quiet the class down in order to ask the question about the line rules. She gets an answer from someone and thanks him for raising his hand. There is a brief discussion for the reason for having quiet in the halls, while in line, although not all students are participating in this discussion. There is an interruption from the class as two students come in from the office. They leave. Then the teacher says, "Now, stand up quietly

STOP: 10:10

NARRATIVE

Teacher # 09 School # 03 Observer # 01 # Students Present 22

Date 9/1 AM ~~PM~~ Page 19 of 19

START: 10:10

BEG	END	ST.ENG		
			1.	behind your desks. They do so and she turns the lights out.
			2.	Some more students then go to the sink to wash their hands.
			3.	She says, "Boys and girls, now boys line up," and she
			4.	corrects those at the sink for taking so long. Finally,
			5.	all students are in line and they leave the room quietly.
	T- 10:11	END	6.	
			7.	
			8.	
			9.	
			10.	
			11.	
			12.	
			13.	
			14.	
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			16.	
			17.	
			18.	
			19.	
			20.	
			21.	
			22.	
			23.	
			24.	
			25.	

STOP: 10:11

GUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 1 of 30

START: 7:45

BEG 7:45 END ST.ENG

Pre-school bell rings.

Teacher greeted the observer in the hall. T: "Oh, are you coming to see me?" When observer said, "Yes," T said: "Great! I'll show you a seat." Observer took a seat at the round table near the windows. T: "This will be a busy place later, but it is fine for today. I forgot to ask you you should be introduced." Obs: Whichever way works best for you." Room was immaculate. All papers were ready and stacked neatly on her desk. Each bulletin board and activity area had been carefully attended to. The room had the appearance of one which was carefully planned and decorated. (Not done overnight.) Students remained outside in the hall looking for their names on the lists posted beside each of the third grade doors. Those students for this room waited outside in line until the teacher opened the door for them to enter. The teacher from next door came in and said, "There's Mrs. W looking at names." T: "I'm going to hide." T turned to observer and said, "She's a PTA mother who is in to everything!" Teacher groans and asks neighbor teacher: "Are you going to let them go to the restroom anytime?" Second teacher says, "Yes." T: "I'm going to try that with drinks this year, too." Neighbor teacher left and this teacher walked back to her desk, looked at a list, brushed back her hair, and smoothed her skirt as if to prepare herself mentally for meeting the students.

STOP: 8:00

GUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 2 of 30

START: 8:00

BEG END ST.ENG

T-8:00 Teacher opened the door at 8:00 to let in the children. They took their choice of seats quietly while teacher talked with one or two mothers in the hall. One said that she was glad to have T this year because she remembered her from first grade. T said jokingly, "I hope you still think that later on." As children entered the room she told them to find their nametags on the table by the door and that they had their choice of putting the tag at their desks and pinning on the "eagles" or vice versa. (Nametags were very large and made of pellon. They were outlined in washable blue marker and the students' names were at least an inch high. They were fasted with large safety pins.) T spent some time asking parents and children which names they wanted to go by and remaking some tags. This required only a minute or two.

J________(?) walks up to T and whispers that she doesn't know the "times" tables yet. T, smiling: "Oh, you don't need to worry about that; no one knows the 'times' yet. That is one of the things we are going to learn this year!"

The children who have taken their seats and pinned on their name tags are chatting quietly at the seats they have chosen.

T tells observer that J_______ and C________ are reputed troublemakers who have been assigned to this class.

8:05 T: "We have two C________'s this year, so one will be C_______Y and the other just C___________." Some do not have their name tags on yet. T asks class why they have

STOP: 8:06

NARRATIVE

003

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 3 of 30

START: 8:06

BEG	END	ST.ENG		
			1.	eagles for name tags. J_____ raises his hand and says
			2.	it's the mascot. T: "Thank you for raising your hand,
			3.	J_______. You're off to a good start." T walks
			4.	around the room looking at the tags and says, "Some name
			5.	tags are at the top where I can see them." Some students
			6.	adjust their tags and the others put their tags on.
8:07			7.	T: "Oh, good!" Some of you are going to move yours up;
			8.	that's a good idea." By now, six girls have taken the front
			9.	row. On the second row--two boys and two girls. Third
			10.	row--all boys with one girl on the end. Fourth row--all
			11.	boys with two girls at one end.
I- 8:07	I- 8:08		12.	Boy enters late. (He has been transferred from another
			13.	room.) T finds him a seat and makes him a name tag.
	T-8:09		14.	Door closes. T: "Good morning! I am Mrs. ________.
			15.	I pronounce my name _________. (Gives two alternate
			16.	mispronunciations and has class practice the correct way.)
			17.	T: "I have a riddle for you. How do we know that the
			18.	ocean is friendly? Raise your hand if you know."
			19.	E ________: "It has fish." T: "Is that how we know?
			20.	Lakes have fish, too." No one raises his hand. T: "Think
			21.	about what it does." Someone gets part of it. T: "Because
			22.	it has waves." Groans from the class. T also groans like
			23.	one does with a bad pun. T: "Every morning we are going to
			24.	have a riddle and sometimes they're hard and sometimes they're
			25.	corny and you may just go 'mooaaannn.' I will need some help

STOP: 8:12

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~

Page 4 of 30

START: 8:12

BEG END ST.ENG

1. so if I forget, one of you remind me. I will need your help.
2. I'm really a forgetter." T goes to the side of the room and
3. tells the class that she is going to introduce them to their
4. room. Points out the closet. It is labelled "students'
5. closet." She explained that she moved all of her things to
6. the closet next to it so that they could have this all to
7. themselves. T asks what goes in the closet. Several
8. (A ____, J ____, E ____) say: "Coats, jackets,
9. lunchboxes." She gives permission to those who brought
10. lunchboxes to put them in the closet and several do.
11. T: "What about my closet?" L ____ (in a whisper): ____.
12. T asks her to repeat her answer louder. (Observer still
13. couldn't hear her). T: "That's right. I won't bother
14. your things in your closet and you won't bother my things
15. in my closet. What does 'not bother' mean?'" Several
16. answer, "Leave alone." T walks slowly up and down the
17. rows as she talks. She asks them to put their things in
18. their desks. J ____ hands her a small plant. T: "Oh,
19. thank you, J ____. How many know that I like plants?"
20. Hands up all over the room. (Several plants are in the room.)
21. 8:18 She takes it and puts it with others. T says that she has
22. introduced herself and now she wants to tell who they are
23. and where they went to school last year. (She told them
24. that this was her first year teaching third grade--that she
25. had taught first grade before.) Starts at the back row.

STOP: 8:22

GUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 5 of 30

START: 8:22

BEG	END	ST.ENG	
			1. G____, R______, E_______, Brooke; Y______ - Govalle;
			2. A______, p.s.; S______, p.s.; T: "Thank you, row 4, for
			3. talking so nicely." Row 3 introductions continue.
I- 8:23	I- 8:24		4. Counselor comes in for the class registration slips. T has
			5. them on her desk and hands them to the counselor. Students
			6. watch quietly. Row 2 introductions, then Row 1 (B________-
			7. Campbell, and V_________ - T. A. Brown; the rest were in
			8. school here last year). T: "We have a whole row of
			9. pretty girls at the front. (Giggles) I will try to
			10. learn your names, but you will have to be patient. I might
			11. forget sometimes.
8:25			12. T: "Let's take a few minutes to talk about our room. Most
			13. of our work we will do right here in our room. Sometimes
			14. we will share activities with Mrs. _________, but we will
			15. be here almost all of the time. Oh, I see very attentive
			16. eyes!" Goes to the calendar and points out that it is
			17. really the end of August even though it is a September
			18. calendar; "we have included these days on this calendar."
			19. She has put the names of all students who have September
			20. birthdays on the calendar. She points out that there will
			21. be a holiday on September 5 called Labor Day and calls out
			22. all of the children's names who have September birthdays.
			23. She moves back to the closet area and points to two charts.
			24. One of the charts has the names of all students with
			25. birthdays in August. The other shows all of the June and

STOP: 8:29

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 6 of 30

START: 8:29

BEG	END	ST.ENG	
			1. July birthdays. She asks the class to say Happy Birthday to
			2. those with birthdays in the summer. She says that she has a
			3. summer birthday and was always disappointed that she
			4. couldn't celebrate it at school. All say "Happy Birthday."
			5. T: "I am pleased to see that no one is talking to their
8:30		2	6. neighbors." She points out that the big happy face will be
			7. there for all of them to sign their names and it will be put
			8. in the hall so everyone can see who "lucky Mrs. C." has in
			9. her room this year. T moves to the center boumded by two
			10. bookcases. T: "What do you think this is?" B_____:
			11. "It's a play center." M : "It's not big enough for
			12. TV." T: "That's right." When we watch TV you will have
			13. to stay at your desks and only those that can't see will
			14. come up to this area. You may keep your same seats tomorrow.
			15. It is nice to be able to sit by friends, but what do friends
			16. do sometimes?" M_____: "Talk." T: "Yes, sometimes they
D- 8:33	D- 8:33+		17. talk and disturb others." J_____D. enters room and acciden-
			18. tally slams door. He slaps his head because he forgot
			19. something. T goes out with him for about 30 seconds. She
			20. keeps her eyes on the room and when she comes back in she picks
			21. up the discussion. (This was a neat, smooth overlapping of two
			22. activities. She was able to help J_____ and to keep the
			23. class' attention, both.) T moves to next bulletin board.
			24. This says, "Third Grade is out of this world." It shows a
			25. rocket blasting off into some clouds made of white cotton.

STOP: 8:36

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM

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TART: 8:36

BEG	END	ST.ENG

Under the rocket is Blast Off. T: "J______ said she didn't know the 'times.' How many of you don't know the times?" Almost all the hands are up. T: "That is what we will learn in third grade. We will also learn cursive writing. That is one of the neat things about third grade. You can learn so many new things." T moves over to the area where the observer is sitting at the round table. She turns to the class in mock surprise and says, "There is someone in this room that we have not introduced!" T goes through a question-asking sequence about who the observer is. Some think she is a student teacher, others think she is there to take names. T says that the observer isn't a student teacher because she is too old. (Observer had not felt old until that point.) T explains that the observer's job was to write and their job was to ignore and pretty soon they would get used to her and even forget she was there. V______ raised her hand and asked permission to pick something up off the floor. T: "I like the way you raised your hand. You may be new to the school, but you really know the rules." T moves to the water fountain and explains what the drawers in the sink area are for (storage of supplies). She explains that the water has been turned off in the room because the faucet drips and needs to be fixed but that they should have it back on soon. She points to some mailboxes (these are made from one pound coffee cans laid on their

STOP: 8:45

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM P~~M~~ Page 8 of 30

TART: 8:45

BEG END ST.ENG

sides and inserted into two cardboard boxes. They are painted green, black and yellow to match the contact paper on the boxes. Each child has his name on one box.) T explains that these will be used later on in the year. On a table near the sink are kleenex and scissors to use. T: "This kleenex is for you if you have a cold or sniffles and need to blow your nose. The scissors are here to use and those with the yellow handles are mine and ohhhh, I hope no one ever has to use my yellow scissors." She shakes her head slowly. T moves to the book rack and explains that these books are a class set and that meant that they had to be shared so they had to be put back in the rack when people were finished. There is a poster on the wall near the book rack and T asks S______ to read it. "When life gives you lemons, make lemonade." T (to class): "Tell me about lemons." B______: "Sour." E______: "They help you with a cold." Several others talk about how sour lemons are. E________ asks what the divider is between the two rooms. T says that they will be talking about it in a minute. T: "Some days we'll have a bad day. If you have a bad day, what can you do? What does 'making lemonade' mean?" Someone says: "Make it better." "That's right. We can make it better by turning it into something good." (This is a difficult concept to get across, but the children appear to understand.) She goes on to the divider. T: "E______ asked

TOP: 8:50

GUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~

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TART: 8:50

BEG	END	ST.ENG
8:55		

TOP: 8:55

about this earlier." She explains that this is a divider between the two rooms and that it is sometimes closed and sometimes open. T: "If you open when it is supposed to be closed, you will be looking into a room with 26 very surprised students and a very surprised teacher." Giggles (no one indicated a desire to experiment with the divider.). T moves on to what she called a special machine. It looked like a listening station. She said that it would be explained later. She said that the file cabinet belonged to everyone and it held student records so it was not to be opened. T moved to the bulletin board by the door.

T: "This is the most important place of all. What does it say?" L_____: "School rules." T: "Right. These are not just my rules, or Mr. W_____'s rules or the rules for just this class. These are rules that are meant for everyone in the school. They are school rules." T explains the rules and reads each one. She asks what "loiter" means.

B_______: "Litter." T: "No, but it sounds like that."

C_____: "Yell." T: "No." She gives the answer and goes on to explain that when they are sent on errands to get things, if they stopped and visited, stayed away too long and generally fooled around, that would be loitering and that is what this rule means. Explains that they should get back as quickly as they can. (Rule says "no loitering in the halls or on the ramps.") E_____ asks what the

GUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM XX

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TART: 8:55

BEG END ST.ENG

"ramps" are. T: "That's a good question." She points out the ramps on the outside of the building. (The class is beginning to get the wiggles, but they are still quiet.)

Rule 2: Speak in a soft voice in the building. T gives examples of soft and loud voices. Class laughs. Rule 3: Respect other people's space, body and property. T asks what "space" means. L_____: "People have their things." M_____: "Don't go in other people's desks." Teacher points out the area that is L_____'s space and says, "Suppose someone is on the floor working and someone comes over and messes up or stomps on their things. That would be invading their space. What is 'respecting a person's body'?" L_____: "No hitting." M____ and several others volunteer: "Pinching, kicking, biting, etc." T: "That's right. You may not touch another person's body without permission. You may not touch my body without permission. One exception would be a love touch. You may touch me if it is a love touch and sometimes I may give you a love touch. If you don't want me to, just tell me because I want to respect your body."

Rule 4: Follow instructions of adults in the building. T: "This should say 'all adults.'" T explains that if the custodian gives them instructions they should follow those, too. V_____ asks permission to go to the restroom. T: "I like the way she asked permission. This will be a good way to get into our bathroom rules." Has the class stand at

TOP: 9:00

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 11 of 30

ART: 9:00

BEG	END	ST.ENG	
9:00		4	1. their desks and stretch. (They were getting the fidgits and
			2. wiggles.) (The room is so quiet after the stretching exercise
			3. that all that can be heard is the flushing in the bathroom.)
9:05			4. T goes to each student at his desk and asks how they will be
			5. eating lunch today (lunch card, money, or lunchbox). She
			6. instructs all of them with money to put it way in the back of
			7. their desks. She changes J_____'s lunch card from another
			8. teacher's name to hers. Two don't have money and she gives
			9. it to them and writes it down. T: "I want to compliment
			10. Row 3 and Row 4 for being so quiet and for doing just what
			11. I asked." T tells the class that she is going to be eating
			12. lunch with them. T: "I think you are so neat, I am going
			13. to be eating lunch with you in the cafeteria." B______ asks
			14. to go to the restroom. She is given permission. T: "Before
			15. we get into bathroom rules, let's see if there is something
			16. on TV we want to watch." Turns on "Electric Company" but
			17. the picture is bad. Two or three little boys are eager to
			18. watch. T (frowning slightly): "How many want to watch this
			19. even though the picture is bad? We also have some other
			20. neat things we can do." (Three boys hold up their hands to
			21. watch TV, but the rest of the class is sharper and appear
			22. to "read" the teacher. She asks who wants to do something
			23. else and now the whole class has hands up, including the
			24. three boys. TV goes off. Observer feels that this was
			25. fairly crucial because she has revealed enough about herself

TOP: 9:12

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 12 of 30

ART: 9:12

BEG	END	ST.ENG	
			and what she likes and doesn't like that the students want
			to please her. Once this stage is reached she can use the
			positive reinforcement methods effectively.) T starts an
			introduction about bathroom rules. T: "Third graders are
			big and they may go to the restroom when they want to without
			having to ask permission, but there are some rules we must
			follow: Try not to go in the middle of an activity we are
			doing, but if you need to go, there are some important things
			to remember. 1. To be sure no one is in there, knock three
			times. Like this (demonstrates knocking correctly). Not
			like this (demonstrates too softly) or this (demonstrates
			too loud). Like this (correct loudness). 2. Put your ear
			to the door and if someone is in there they will say, 'Just
			a minute.' You have to put your ear to the door in order to
			hear if someone says, 'Just a minute.' 3. Then you must
			wait, but you do not wait by the door, you wait right here.
			(Goes to a spot in the room and shows them where to stand.)
9:15		5	If no one is in there you may go in. 4. Now if you acciden-
			tally walk in and someone is in there because you didn't
			hear them say 'just a minute,' say 'Excuse me' and come and
			stand out here. Shut the door, back up and wait. 5. Now,
			remember our rule about loitering? That means in the bath-
			room, too. If I find that you are staying too long, I will
			have to come in and get you. Boys, it might be a little
			embarrassing if I have to go in and get you. (Giggles.)

TOP: 9:20

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~

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ART: 9:20

BEG END ST.ENG

Teacher smiles. 6. Now remember to flush the toilet after
you have used it. Last year our restroom did not have a
very good air. (Puts her hands on either side of her mouth
in a whisper meant for the whole class.) Last year some of
the boys.... (giggles) well, some of the boys didn't have a
very good aim! (More giggles) So remember, boys, get the
.... in the pot. (More titters and giggles) Oh, did I
say something! (mock surprise) Girls, you are not going
to get off free. Last year we had some girls who.......
(giggling, etc.) (Snaps fingers.) Eyes here! (Dead silence,
you could hear a pin drop. Everyone is attending.) E______,
what do I mean when I say, 'eyes here?'" E_____says that
means to attend to her. T: "That's right. G_____and M_____,
let's listen. Thank you." Continues with explanation about
restroom. She explains that sometimes accidents can't be
helped and if they do happen that they should be cleaned up
9:25 in order to keep the restrooms clean. E_______ needs to go
(the power of suggestion!). T: "All right, let's see if
E________ follows the rules." He does, to the letter.
T explains that they may see into the next room but they are
not to wave or disrupt the others because that is their space.
T: "Tomorrow when you come to school you are to go to the
gym, if the weather is bad, or you are to stay outside if
it is nice, until 8:00. No one is supposed to be in the
room or in the halls until 8:00. Today was different because

OP: 9:27

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM

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START: 9:27

BEG	END	ST.ENG	
			1. it is the first day of school. You are supposed to go
			2. straight to your seats and be quiet. Teacher explains that
			3. "quiet" can be two choices: silence or whisper. When they
			4. come in in the mornings they may have their "quiet" choice.
			5. (That is, they may whisper or be on silence.) She also
			6. explains that when she says "silent" or "silence" they are
			7. to stop their whisper choice and be silent. T: "How are
			8. you to come into the room?" L____: "Quietly." T repeats
			9. and asks questions over the rules. T asks J____ how they are
			10. to come into the room: "Sit and be quiet." T: "What are
			11. your two choices for quiet?" R____: "Silent or whisper."
			12. T shows the class the bell and tells them what is is for.
9:30		6	13. (When she rings it just once, they are to freeze, zip (their
			14. lips), and look.) She explained that she would never ring
			15. it unless it was to tell them something. She said it was a
			16. shortcut for her to get their attention and it would save a
			17. lot of time (Demonstrates this by showing how long it would
			18. take to call everyone down.). She rings bell and they
			19. freeze. She explains that she won't ring it several times,
			20. just once. (Demonstrates.) (The class has gotten a little
			21. wiggly by now.) T: "Let's see wiggle worms." (No one moves;
			22. they look at her.) T: "It's OK, I'm telling you to." They
			23. grin and wiggle in their chairs. Bell signal--all freeze.
			24. T compliments them on how well they did. E asks when
			25. lunch is. T ignores him. T explains about pushing in chairs.

STOP: 9:33

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

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TART: 9:33

BEG END ST.ENG

She explains why they need to be pushed in. (Because they block the rows.) T: "Now some of you will have to remind me to push in my chair, because sometimes I forget."

T- 9:34 T: "Each of you hold up a pencil if you have one. Just one pencil." Class holds up pencils. One child does not have one. She reaches over to her desk and hands her one. This child now holds her pencil up. While teacher was getting child a pencil, one of the boys whispered that he would give her one. Teacher said to child, "Today is the first day of school, and it's o.k. for me to lend you one, but generally I don't like to have to lend pencils. I want each child to have his own supplies. Teacher numbers each one of the rows as she walks down the side aisle. "This is row one, row two, row three, and row four." T said that she would tell the different rows to do something particular and she wanted to see how quietly they could do it. She asked row one to go to the pencil sharpener. They quickly got up, pushed in their chairs and walked in a file to the pencil sharpener where they lined up. T: "Oh, look at everyone that pushed in their chairs." T asked row two then to get up and go to the poster on the chalkboard which showed the happy face and to write their names on the happy face. Each child gets up, pushes in his chair, and goes to the happy face and writes his name. T asks row three to get a piece of paper from the sink area and come back to their

TOP: 9:38

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 16 of 30

START: 9:38

BEG END ST.ENG

seats 'on silence.' The teacher complimented each child on how nicely they were remembering to push in their chairs whenever they leave their seats. Row three gets up and quietly files to the sink area for paper, returns and sits down. Teacher then asks the children in row four to go to the pencil sharpener. By this time, row one is through with the pencil sharpener and is seated at their desks. She sends then row two to the sink area, and row four to the pencil sharpener. She then sends row three to sign their names. Each row follows the procedure, stands up, pushes back their chairs and puts them in place and goes directly to the places assigned. T says to the class, "I can tell a lot about this class because you are respecting one another's space. You are not crowding each other. Look at these students at the pencil sharpener. They are being very careful of one another's space. She also complimented the students on the way they wrote their names on the happy face. She goes back and sends row four to get paper, same procedure is followed. However, J_____ forgot to push his chair in, but quickly remembered, went back and grinned at her. She smiled back at him and said, "Thank you, J_____." Row one is then sent to sign their names, then row two goes to the pencil sharpener and row four gets paper. This round robin accomplishes in a very few minutes the three different tasks for all four rows. T is, while this is going on, walking up and

STOP: 9:41

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 17 of 30

TART: 9:41

BEG	END	ST.ENG	
			1. down the rows slowly, looking at each child's work, making
			2. comments to each student. She says to A_____, "A_____,
			3. your hair is getting long. When I knew you last year, it
			4. was short." Row three then goes to sharpen pencils. This
			5. completes the pencil sharpening. Then row one goes to get
			6. paper, and that completes the paper getting. Row four
			7. goes to write their names on the happy face and that com-
			8. pletes the writing of names. As teacher is walking around
			9. the room, she says, "I like the way A____, E_____ and Y
			10. are at their seats in silence." E_____ pushed in R_____'s
			11. chair for him. However, teacher requires R_____ to go back,
			12. pull his chair out and push it back in. T says, "Thank you
	T- 9:45		13. for the smiles." She instructs the students to write
			14. nothing on their papers until she has finished giving them
			15. their instructions. She tells them that if they did write
			16. something on their papers by mistake, then to turn it over
			17. and start on the other side. Those of the class who have
			18. written on the paper very dutifully turn it over and everyone
			19. is sitting attentively awaiting instructions. T says, "I am
			20. going to have a lot of good things to tell Mr. W today about
			21. what a fine class I have." She explains to the class that
			22. they are going to get a handwriting sample to use as a guide.
			23. She walks to the board and writes in manuscript, "My name
			24. is . . . _ and she leaves a blank. She puts her own name
			25. there, and instructs the class not to put her name in the

TOP: 9:49

GUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~

Page 18 of 30

START: 9:49

BEG END ST.ENG

blank, but put their own where she has written hers. She goes
to the front of the room and demonstrates how this should be
done on a piece of paper and how to write the sentence.
9:50 Her eyes monitor the room continuously. T says, "I want to
thank these two sweet boys who are watching every move I
make." She instructs them that if their pencil lead breaks,
then they may quietly get up and sharpen it. There is dead
quiet in the room. Students are quickly doing their assignments
and all eyes are down on the paper. T: "If I got out
my taperecorder and listened after school to what is going on
right now, what would I hear?" Somebody whispers, "Nothing."
She said, "That's right, there wouldn't be anything to hear,
because you are all so quiet." Students continue their work.
T: "L_____, I like the way you laid your pencil down when
you were through. Third graders know how to read, they know
how to be smart, and they know how to write. This class is
9:55 really saving Mrs. C____ a lot of work." T writes the next
sentence the students are to copy on the board. She turns
to the class and says, "I like the way you are waiting for
me to finish. The sentence is 'I am in the ________ grade.'"
C______ W raises his hand and asks whether they are supposed
to skip a line. The teacher says, "That's a good question.
Yes, you are supposed to skip a line." She goes back to the
sentence at the board and says, "In the blank, you may write
'third,' or 'three with an rd.' I will let you have your

STOP: 9:59

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~

Page 19 of 30

TART: 9:59

BEG	END	ST.ENG
10:00		8

choice." The teacher answers some questions quietly as she walks around the room and monitors work.. The teacher goes back to the board and writes "I am ________ years old." J______ asks if they are to write the number that says eight or the word eight. T said, "J_______, you are thinking ahead, but today, let's take a shortcut and write the number eight." And, she puts the number on the board. She is walking around the room looking at the papers and she says, "Some of you even write better than I do. But, you just wait until we get into cursive and we'll see who writes the best, because I practiced all summer just to be able to do it as well as you are going to do it." She says, "Now we have one more sentence. Now, wait until I I write it all down." She goes to the board and writes, "Today is _______, ________." And, turns to the class and says, "What goes at the end?" One or two students call out. She ignores them. She looks around the room and she says, "I see a hand, M_____." M_____ says, "A period." T says, "Thank you, M_____." (The room is absolutely dead quiet.) C_______ raises his hand and asks, "Do we abbreviate?" T: "We will learn about abbreviating later in the year, but for today I want you to write it out completely." She goes to the board and points to the month, "August." One or two students call out questions. She ignores them. B_______ raises her hand. The teacher responds to B_______.

TOP: 10:03

C05

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 20 of 30

START: 10:03

BEG END ST.ENG

1. B_____ asks, "When is lunch?" T tells her, "11:55 today."
2. J_____ also has his hand up. By now, the students are
3. learning to raise their hands if they want to be called on.
4. J_____ asks whether they are going to have classroom
5. helpers. The teacher said, "Yes, we will be picking
6. classroom helpers. Will you help me remember to do this
7. tomorrow?" Bells are ringing in the hall. The students
8. seem to be taken aback by this. Teacher explains, "That is
9. just the principal ringing for the custodian. When he needs
10. him, he rings, so we can just ignore it. It has nothing to
11. do with what we are doing in here . . . . Because it is the
12. first day of school, I will remind you of periods at the
13. end of sentences." She continues, "Third graders have to
14. remember a lot of things, but I expect you to remember them
15. yourself." Seat work continues. The students are writing

T- 10:05

16. the sentences off of the board onto their paper. Bell
17. signal. The class freezes and looks at her. Teacher looks
18. at class and says, "When I tell you, I want you to bring
19. your papers to the front." She calls row four. Each
20. student from row four walks up and puts his paper at the
21. designated place by her desk. She thanks each one and
22. smiles. She then calls row two and says as the students
23. are coming up to put their papers at her desk, "Good,
24. C_____, L_____, J_____, for going back to your seats
25. so quietly. Look at those chairs pushed in. G_____,

STOP: 10:08

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~

Page 21 of 30

ART: 10:08

BEG END ST.ENG

1. check your paper and see if it is laying the same as
2. everyone else's." G_____ goes back and looks at his
3. paper and turns it around. She says to him, "Now, it is
4. laying in the same way as everyone else's is." Students
T- 10:10 5. go back to their seats. E____ gets up to go to the bath-
6. room, but forgets to push in his chair. Mrs. C__________
7. snaps her fingers, smiles, and points. He goes back
8. sheepishly, pushes in his chair, and then goes back to
9. the restroom. Now that all the papers are turned in, T says
10. to the class, "Next we are going to do two different things.
11. The first thing we are going to do is a picture. We are
12. going to color a picture using the paper that is stacked
13. (she points to the designated area over by the sink) over
14. there. And, then we are going to do a cross-word puzzle.
15. If you do not have your colors today, because colors were
16. not on the list that your mothers got from the school,..."
17. One or two students call out that they have their colors.
18. She ignores these call outs and continues with her sentence,
19. saying, "You may either borrow colors or you may use pencil."
20. Two hands go up. Each child says that he has colors. The
21. teacher nods and smiles. She says, "If you want to share
22. your new colors, you are free to do so." The students get
23. out their colors, but before they have a chance to get busy
24. talking with their neighbor, the teacher says, "I want you
25. to put your head on your desk and close your eyes. Now,

TOP: 10:11

005

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM

Page 22 of 30

START: 10:11

BEG	END	ST.ENG	
			1. imagine this with me. It is summer, do you remember it?
			2. Your favorite thing of all!" She pauses, she mentions a
			3. few more attributes of summer and says, "Now, open your
			4. eyes, and draw me a picture about your summer." She calls
10:12			5. row three to get up and go to pick up their coloring paper.
			6. This takes 20 seconds. She says, "Thank you, M____ and
			7. G_______ for getting yours on silence." She allows row
			8. four to get up and get paper. They get back to their
			9. seats. This takes another 20 seconds. V______ is upset
			10. because she does not have her colors. T goes to her phone
			11. in the room and calls someone named Ms. A_____. Observer
			12. could not hear the conversation. The call took only a few
			13. seconds. Rows three and four are working on their pictures.
T- 10:14			14. The bell signal..... Students freeze. They look at her.
			15. She says, "You may have a choice of silence or whispering."
			16. Rows two and one she calls over to the carpet. All of the
			17. students push in their chairs and quietly move to the corner
10:15		9	18. on the carpet. She begins to introduce the cross-word puzzle.
			19. These students are moved away from row three and four so
			20. that they are not disturbed. The phone rings. T gets up
			21. to answer it. Makes a very brief comment on the phone that
I- 10:16	I- 10:16+		22. takes about 25 seconds and gets back to the group on the
			23. carpet. The group is completely silent, watching her,
			24. awaiting her return. She tells V____, "Your colors will
			25. be there tomorrow." V_____ appears to be satisfied.

STOP: 10:17

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM

Page 23 of 30

RT: 10:17

BEG	END	ST.ENG	
			1. T continues with the explanation of the puzzle. She looks
			2. up and says, "I like the way rows three and four are
			3. whispering quietly." She returns her attention to the
			4. group and finishes her explanation and allows them to go
			5. back to their seats. She calls B______ back, because she
			6. forgot something. Observer did not see what it was. She
			7. thanks L______, B______, and M______ for being so quiet.
			8. T says: "Rows three and four, I will leave you alone with
			9. your pictures. When you are finished, I will get you started
	T- 10:17		10. on what these children are doing." She stands before the
			11. class and apologizes because the puzzles are printed on
			12. purple ditto, both front and back, and they have bled through
			13. and it makes them a little difficult to read. "We will not
			14. have them done this way, again." She walks up and down the
			15. rows, watching them work on their puzzles. She says to the
			16. class, "I will give you a hint. When you find your word and
			17. put it into the puzzle, you can circle it and that tells you
			18. you have already used it." She whispers briefly with
			19. S______, M______, B______, and others begin turning
			20. their crosswords, and go quietly to the fountain area for
			21. the art paper. T says, "I am so glad to see these children
			22. in rows one and two going to get their paper, and I want to
			23. thank them for putting their papers in the basket." All of
T- :28			24. the students are engaged in coloring or doing a puzzle.
			25. T: "Rows three and four, I have changed my mind. I want you

P: 10:28

GUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 24 of 30

TART: 10:28

BEG	END	ST.ENG	
			1. to come to the carpet for instructions on the puzzle. This
			2. will save some time." These two rows get up quietly, push
	T- 10:29		3. in their chairs, and file to the carpet. The whispering
			4. is beginning to get a little loud at rows one and two now.
			5. T looks up and says, "I'm afraid rows three and four will
			6. have a little difficulty hearing me unless rows one and two
10:30		10	7. remember their choices for quiet." She completes her
			8. instructions for rows three and four and they file back
			9. to their seats to begin work on their crossword puzzles.
			10. T gets up and goes to the front of the room, and she says:
			11. "Boys and girls, you are in the third grade (making it sound
			12. very important to be in the third grade). You do not need
			13. a teacher to tell you to put your names on your paper.
			14. I would like for you to finish your picture first. I
			15. really like students who finish one thing before they
			16. start another." Whispering certainly is not disruptive,
			17. but it is a little bit noisier than it has been, just a
			18. little. The bell signals--all but a few look up and attend.
			19. T: "Oh, almost everyone froze that time. Let's try that
			20. again." And she does this one more time. The second time,
			21. everyone attended. She continues and tells them where to
			22. put their pictures and their puzzles. It is 10:35. She tells
			23. them that their colors and pencils are to go inside their
			24. desks. Then, she releases them to go back to their work.
			25. Bell signals--all freeze. "Eyes on me until I'm through,"

TOP: 10:35

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 25 of 30

ART: 10:35

BEG END ST.ENG

1. she says. Then she says: "If your whisper voice is too
2. loud, it becomes a talking voice, and if it becomes a
3. talking voice, we have to take away your quiet choices.
4. Now, let me test your whisper voices." She goes very
5. quickly to each child and gets very close to them and cups
6. her hand over her ears to see. Each child whispers to her.
7. This takes only about a minute and a half to get to each
8. child. She says to the class, "Everyone knows how to
9. whisper, so there is no excuse if your whisper voice turns
10. into a talking voice." Absolutely dead quiet in the room.
11. The students continue working on their pictures. M_____
12. breaks the point off of one of her colors and looks very
13. sad. Mrs. C_____ goes over to her and says something to
14. her. She looks up and says this to the rest of the class,
15. "Doesn't it make you mad if your brand new color breaks?
16. Poor M_______'s brand new blue broke, but she is going to
17. make lemonade out of lemons. She is going to peel the paper
18. back or she is going to pick a new color to use." M_______
19. smiles. (This was an excellent way to bring in the earlier
20. discussion on "If life gives you lemons, make lemonade.")
21. She whispers to the class, "Mrs. P_____, the teacher next
22. 10:43 door, thought we were gone, you were so quiet." T says to
23. class: "If you are finished, you have my permission to get
24. a free piece of paper to color on or color the back of the
25. picture you are working on now." She also continues, "I

OP: 10:44

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM

Page 26 of 30

START: 10:44

BEG	END	ST.ENG	
			see a lot of children sharing their new colors, and this
			makes me very happy." The noise level increases some as
10:45		11	the children get up to get new paper. She asks J_____ if
			he knows how to whisper. He nods sheepishly. As she walks
			around the room looking at their work, she stops and fixes
			S_______'s name tag which is crooked or backward. She
			walks to the front of the room and hits the bell signal.
			She says, "Two people did not freeze, zip and look. Stay
			with me until I am through. I want to ask your permission
			to look in your desks after school. This is your space and
			I need your permission to look in there. I have a brand
			new black marking pencil and I can use it to mark your
			things and with your name if you don't mind my going in and
			looking in your desks to get your things. If you do not
			want me to look in your desk then please tell me because
			I want to respect your space." B______ raises her hand.
			She pulls out a black folder and says something to the
			teacher who comes close to her and they both whisper.
			Observer could not tell whether B_____ didn't want the folder
			marked on or whether she felt that the black pen would not
			show up on the black folder. However, the observer thinks
			the black folder is one that her father gave her only for
			the day and she is to get another one later and return it
10:50			to him. This could be checked out. E________ brings
			his paper up to the teacher's area where the papers are

STOP: 10:50

CUS

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 27 of 30

ART: 10:50

BEG END ST.ENG

turned in. The teacher reminds him that they are to save
the papers and to talk about them later. She asks the
class where they are supposed to save their papers. No
one raises his hand. "On your desk?" Heads shake.
"Where?" she asks. "In the desks," someone says. She
says, "That's right, in the desks." T goes and erases the
sentences from the board. All papers are now in the basket
and turned in. The room is so quiet, observer can only
hear toilet flushing next door. Both the two classes
use the two restrooms, 48 children for two restrooms.
R_______ wads up a piece of paper and throws it in the
trash can behind him. It misses. The teacher is watching.
She stands there and shakes her head slowly. He casts his
eyes down, grins, pushes back his chair, goes back, picks up
the paper and puts it into the trashcan. She asks him to
remind her to talk about the trashcan. As she is walking
around the room, she collects F_______'s money, because he
is jingling it and making a little bit of noise. Observer
notices that the wiggles are coming back. Half of rows
three and four are on dead time. Teacher notices this, too,
and quickly gets the others to finish and turn in their
T- 0:55 puzzles. Bell signal. All freeze. She exclaims loudly,
"Everybody did it! Put everything away, except your name
card. Row two, you did it! You had everything put away
T- 10:57 and you were quiet. You might be the champion row today."

OP: 10:57

NARRATIVE

CUS

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/28/77 AM ~~PM~~ Page 28 of 30

TART: 10:57

BEG	END	ST.ENG	
			1. She announces then to the class, "In fifteen minutes we
			2. go to music. We need to learn the music teacher's name.
			3. She is Mrs. W________. Say that." The class says that
			4. in unison. "Remember, ________ and then ________,
			5. and put it together and it is Mrs. ________." Class
			6. says it in unison again. They practice her name. Teacher
			7. announces that they are now going to learn a little song.
			8. The song is "There's a Hole, There's a Hole, There's a Hole
11:00		12	9. in the Bottom of the Sea." T: "We are going to have to
			10. limber up our singing voices." She limbers her voice, and
			11. wavers it up and down. Students giggle. She goes to
			12. board and draws something that is supposed to represent
			13. the sea with a hole in it. And, they begin the first
			14. verse, "There's a hole in the bottom of the sea." As each
			15. verse continues, she draws on the board the thing that is
			16. supposed to be sung next. "There's a log, there's a bump,
			17. there's a frog, there's a hair (giggles from the class),"
			18. and finally, "There's a flea...." The students go through
			19. this sequencing, and then she says to them, "Let's speed
			20. it up a little." So this time they have to sing the song
			21. faster. She says to them, "That's good. Now, we are going
			22. to be making up our own song later this year. Last year
			23. my children had a treasure chest in the hole at the bottom
			24. of the sea." She looks around the room and says, "You know
			25. what I like about third grade, you can sing this song. My

STOP: 11:09

NARRATIVE

CUS

Teacher # 14 School # 5 Observer # 05 # Students Present 24

Date 8/29/77 AM ~~PM~~ Page 29 of 30

ART: 11:09

BEG	END	ST.ENG

first graders got it all mixed up, but you can do it. You can keep it all straight." And, she shows how all the first graders got the song mixed up. She switches to another song. She explains that the units in the school are named for the Greek Goddesses, Diana, Apollo, Jupiter, and Janos, and that they are in Diana. She begins to teach them the song for the Diana unit, and they call it the "Badoom song." She teaches them the first two or three verses and they practice it with her. She compliments them on how well they are doing. Then, she goes back and she gets row one to sing the song. Then row two, row three, followed by row four. Some of the students are not paying very much attention. The teacher says, "What I really like about row one is that they are the first ones to sing this song, and now they are very patiently waiting for everyone else to finish." These compliments which she makes to the class are generally followed by the desired behavior. The other rows now patiently wait for the others to finish, etc. This is a very consistent and regular positive reinforcement program which she keeps going and keeps going very, very consistently.

T- 1:13 Bell signals--the students are to line up for music. She tells them exactly how they are to line up and where they will be going. She says to the class, "Look at M respecting V______'s space. She is not crowding her, she is respecting her space. Fantastic!" As the other students

TOP: 11:14

005

NARRATIVE

Teacher # 14 School # 5 Observer # 05 # Students Present 24

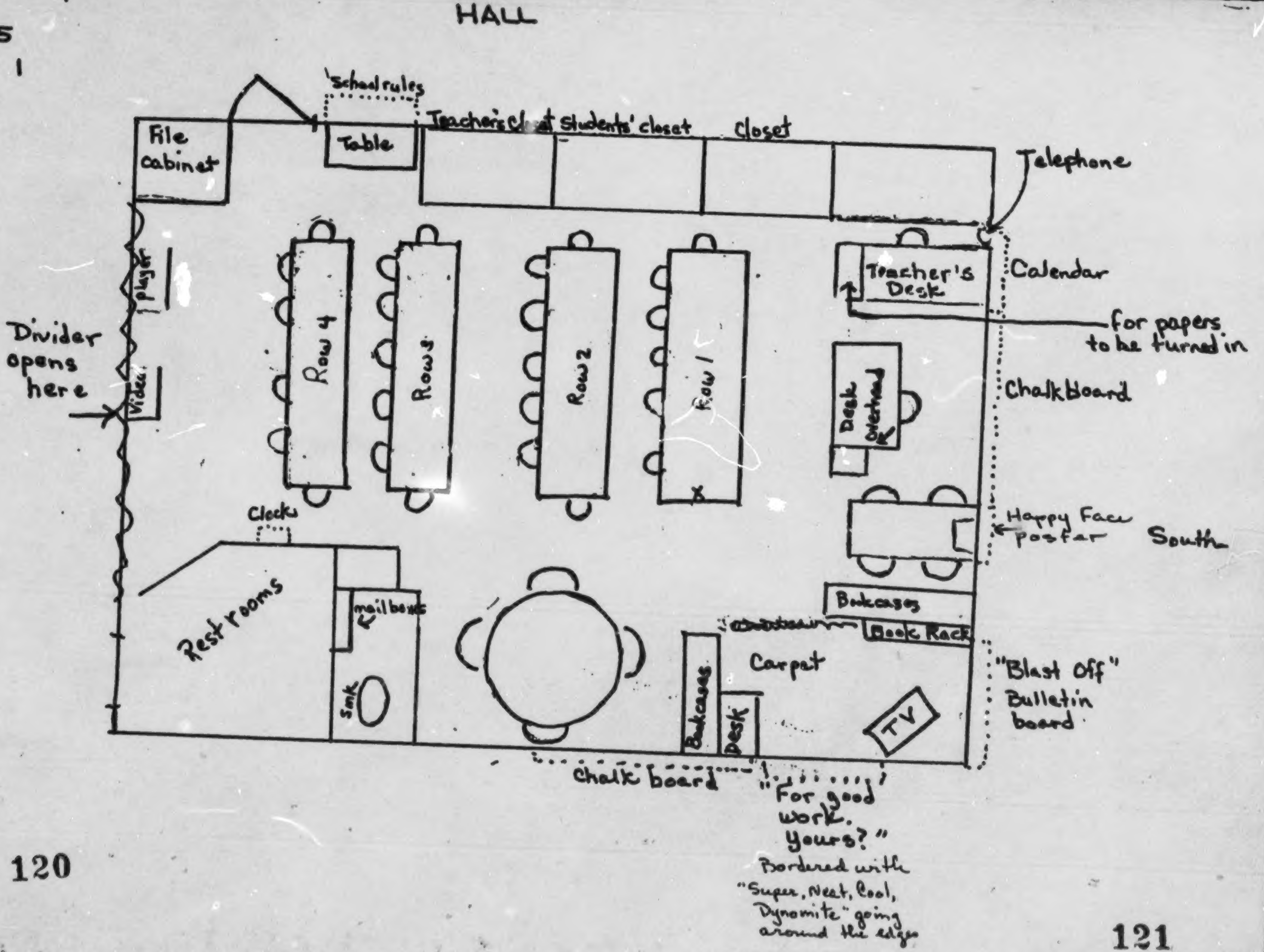
Date 8/29/77 AM ~~PM~~ Page 30 of 30

START: 11:14

BEG	END	ST.ENG	
			1. walk up to get in line, now, they are keeping more space
			2. between them. She calls all the rows one by one, and
			3. these children line up. She goes down the rows and she
			4. says to them, "All these children until right here are
			5. on silence. When we are in a line, we are always on
			6. silence." The room is quiet. The students are quiet,
			7. and ready to walk out the door and leave for music. The
			8. line files out and the light is turned off. And, they
	T- 11:15		9. walk silently down the hall.
			10.
			11.
			12.
			13.
			14.
			15.
			16.
			17.
			18.
			19.
			20.
			21.
			22.
			23.
			24.
			25.

STOP: 11:15

School 5
Teacher 1
8/29
5


HALL
School rules
Table
Teacher's closet
Students' closet
Closet
File cabinet
Telephone
Calendar
Teacher's Desk
for papers to be turned in
Chalkboard
Desk
Overhead
Divider opens here
player
Video
Row 4
Row 3
Row 2
Row 1
Clocks
Happy Face poster
South
Bookcases
Book Rack
Rest rooms
mailboxes
Sink
Carpet
Bookcases
Desk
TV
"Blast Off" Bulletin board
Chalk board
"For good work. Yours?"
Bordered with "Super, Neat, Cool, Dynomite" going around the edges

Procedures for Dictating Narrative Records

1. Begin every side of every tape with:

    This is side ___ of tape ___ of teacher number ____
    at school number ____ in subject number ____ during
    period ___ by observer _____ on _____________(date).
    There are _____ students present.

2. In dictating your narrative, when you come to a line where transition times, dead times, or student engagement times were noted, say:

    Beginning of transition time: 10:35
    Student engagement rating 3 at 11:05
    End of dead time: 10:00
    etc.

    This way, the typist will note the times at the appropriate place on the narrative.

3. After dictating the narrative, LOOK AT THE NARRATIVE OUTLINE, AND MAKE SURE THAT ALL APPLICABLE QUESTIONS ARE ADDRESSED IN YOUR NARRATIVE.

4. End the narrative by saying:

    End of dictation of narrative for...(and repeat ID information)

    Check to be sure tape was recorded and is understandable.

5. Place the finished tape back in its case, and give it to Betty so she can list it for future reference. Note on the outside of the tape the relevant ID information.

6. Turn in your rough notes to the file in the Pit, along with the other forms.

Sample Form: NARRATIVE RECORD

Teacher #_____ School #_____ Subject #_____ Period #_____ Observer #______

Date _______________ # Students Present ______ Page_____of_____

START:

BEG	END	ST.ENG	
			1.
			2.
			3.
			4.
			5.
			6.
			7.
			8.
			9.
			10.
			11.
			12.
			13.
			14.
			15.
			16.
			17.
			18.
			19.
			20.
			21.
			22.
			23.
			24.
			25.

STOP:

IVB. STUDENT ENGAGEMENT RATINGS

Since short-term outcomes of student time-on-task were important to this study, the observers filled out a set of ratings which classified students in each of eight categories of engagement. The first count was taken within the first 15 minutes of the class period and each 15 minutes thereafter. Students were classified as follows:

a. Definitely on-task academic. The student was working on an academic assignment or receiving an academic presentation and very clearly paying attention.

b. Probably on-task academic. The student was supposed to be working on an academic assignment or attending to an academic presentation but could not confidently be said to be attending; however, he was not definitely off-task either (e.g., staring into space as if thinking about the task).

c. Definitely on-task procedural. The student was performing a procedure or routine which was preparatory to beginning an academic activity, or was necessary for finishing it (e.g., passing in papers for a transition).

d. Probably on-task procedural. The student was probably engaged in some procedural activity, but was not clearly doing so; however, was not definitely off-task either (e.g., moving across the room, probably to pick up materials).

e. Off-task sanctioned. The student was not performing an academic or procedural task, but was not misbehaving (e.g., going to the wastebasket).

f. Off-task unsanctioned. The student was involved in an undesirable activity or not involved in a desirable activity (e.g., talking when this was not allowed or clearly not doing an assignment).

g. Dead time. The student did not have anything specific he was supposed to be doing (e.g., waiting for the rest of the students to finish taking a test).

h. Can't tell. When the observer could not confidently classify a student as belonging to one of the above categories or when the student could not be seen, he or she was counted here.

These forms were also coded to reflect the format of the activity in the classroom (e.g., teacher presentation to class, academic, or individual activities), who was in charge (e.g., teacher in charge, other adult present, or student teacher in charge, teacher present), and what the topic was. Guidelines for doing the Student Engagement Rating and a sample form follow.

GUIDELINES FOR
STUDENT ENGAGEMENT RATINGS

At fifteen minute intervals, the observer should complete a Student Engagement Rating. This consists of 1) three kinds of information about the classroom context at that time, and 2) the number of students who can be classified in each of nine different categories of engagement. The observer should complete the first rating sometime within the first 10 minutes, and then maintain a 15-minute interval between all subsequent ratings. To determine during which minute to take the first SER, use the random number sequence on page 10. Cross off each number after you use it.

Description of Classroom Context

In order to provide information about the context in which the engagement rating was taken, the observer should code the format of the classroom, the topic on which the class was focusing, and the number of students in the class at the time the rating was taken.

Classroom Format. There are 12 categories available to describe the format of the classroom. The first 9 of these categories describe ways in which the teacher may organize the class for instruction. Basically, the 9 categories deal with:

--The focus of the teacher's attention; that is, to which part of the class s/he is directing his/her attention, and whether s/he is actively teaching something or simply monitoring the students' progress on independent work.

--The role of the students during the class; that is, the degree to which they are taking an active role in the activity and in what way they are participating.

Classroom formats 1, 2, and 3 are similar in that they all have the teacher focusing his/her attention on the entire class at once by teaching something to them, and the students' attention is therefore supposed to be directed toward the teacher or something else of central importance. The difference between formats 1 and 2 is their content--whether academic or procedural.

1. Teacher presentation to whole class, academic in nature. In order to be classified as this format, activities in the room at the time must meet the above description, and in addition must focus on academic content. Some examples of this are: the teacher lecturing to the whole class; teacher asking questions and responding to answers from the whole class; teacher giving a demonstration; teacher reading aloud to all of the students; teacher working at the chalkboard; teacher leading a spelling or math drill; teacher using an audio-visual aid such as overhead projector, film, or television, to which the students are expected to attend; presenting assignments to the entire class; and checking work with the entire class. If four or fewer students are doing something different while the rest of the class is being taught in this format, then the category should still be used.

2. Teacher presentation to whole class, procedural/behavioral. To be coded in this category, the activities in the classroom must fit the description given above, and the topic must be classroom routines, procedures, rules, or behavior. This format is used more frequently in the first few weeks of school. Examples of it might be describing to the entire class the way that they are to care for their books, when they are to sharpen their pencils, go to the bathroom or pick up materials, how they are to hand in their work each day, how they are to make transitions in or out of the room, and discussion of rules with the entire class.

3. Student presentation to class. Examples of this would be a student giving a report to the class or a group of students presenting a panel discussion to the class. The teacher and the whole class will be listening to either the student or students give their presentation.

Formats 4 and 5 are similar in that the teacher's attention is being focused on a sub-group (usually a small one) while other students in the class are working on independent assignments or group assignments without any adult other than the teacher supervising them. The students who are not with the teacher are called "out-of-group" students. The differences between formats 4 and 5 have to do with whether or not these out-of-group students are working on independent or group tasks.

4. Teacher presentation to a small group with others in class working on individual assignments. All out-of-group students are on same task. This means that every out-of-group is supposed to be working independently on an academic assignment and everyone is working on the same assignment. A typical example is for the teacher to be giving extra help to a small group while everyone else in the class is supposed to be completing the same ditto sheet.

5. Teacher presentation to small group with others in class working either in small groups or on assignments by groups. A typical example of this is the teacher working with a group while other students in the class are working on group projects.

Formats 6, 7, and 8 are similar in that the teacher's focus of attention is not directed toward teaching a lesson per se, but in circulating around the room to check on students who are working on academic assignments. The teacher is the only adult responsible for monitoring the students work. The differences between formats 6, 7, and 8 have to do with whether the students are grouped or not and whether they are working on same or different assignments.

6. Students are working in small groups with the teacher circulating throughout the room going from group to group. At least five students are engaged in some kind of group activity such as playing a game or reading the parts of a play. They are doing this without the direct supervision of the teacher except when he or she happens to monitor them. If assignments have been given by group, but the students in the group are not working with one another (i.e., they are still doing independent, individual work), it would be coded as format 8.

7. Individual activities. Each student is focused on his or her own individual work. All of the students are working on the same task. An example is the teacher telling everyone to work the same set of ten problems out of the math book, and then circulating around the room while they are doing it. If the teacher is actually conducting a class discussion by interspersing brief questions with written answers which are immediately discussed, the format is not coded as a 7, but would instead be coded as a 1, since the focus of the lesson would be the class discussion. The focus of format 7 is on the students all completing the same assignment, but completing it independently.

8. Individual activities. Each student is focused on his or her own individual work. The students are on different tasks. The only difference between this format and format 7 is that more than one assignment has been given to the students, so that not all of the students are doing the same assignment at the same time. There may be times when all of the students may be working on the same thing, and then some

students gradually begin to start working on something else. The convention here is that when fewer than five students are doing something different from the rest of the class, the format should be coded as 7. When five or more students are doing something different from their individual work, the format should be coded are 8.

9. Students taking a test. This format is basically the same as format 7, except that the students are taking a test.

10. Transition. This format should be used for both in-class transitions and transitions out of the classroom. In-class transitions include changes in topics and activities. For example, a teacher may clearly finish a topic and begin to introduce another, or s/he may say for students to put away the homework problems and take out the textbook to work on the next set of problems. When students are filing into or out of the classroom for a fire drill or assembly, etc., this should be coded as a transition.

11. Dead time. This format should be used when the entire class (or all but four or fewer) has been left in "dead time." The teacher has not given them any definite assignments or communicated any expectations to them about what they are supposed to be doing. An example of this might be finishing a public discussion five minutes before the end of the period and not telling the students what to do then, so that they sit at their seats. Another example might be students waiting for a film to be set up to be shown. Typically, dead time for an entire class is a short period of time in which the students are waiting for some transition to begin. It can also occur if the teacher is conducting a lesson and is interrupted or called aside, and she leaves the students without making provisions for their doing anything.

12. Other. If there is some activity which cannot be described by the preceding formats, the observer should code the format as 12. There should be a clear description in the narrative of what was happening in the class at that time.

Topic. The observer should note the topic or subject matter on which the teacher is concentrating at the time. If the teacher is addressing the entire class or a small group, the subject matter is the one that he or she is teaching. If the teacher is circulating about the room while the students are doing seatwork, the subject matter is that assigned to most of the students in the room.

Number in Class at Time. This should be the total number of students who were in the room and could therefore be considered in the Student Engagement Rating. This may not represent the number of students attending class that day, since students may be in the bathroom or in other places at the time of the rating. The number noted here should be the total noted in eight categories of student engagement for that rating.

Categories of Student Engagement

Definitely On-Task, Academic. Students falling in this category are those working on an academic assignment or receiving an academic presentation, and who are very clearly paying attention to the task. That is, the observer is very confident that they are actually engaged in the academic activity which the teacher is expecting them to be engaged in and attending to. In order to be considered academic in nature, the students must be reviewing old information or receiving new information from the teacher about some skill involved in reading, writing, spelling, grammar, math, etc., or some set of facts involved in these or other areas, or they must be using such skills or facts in completing an assignment. This category does not include instructions from the teacher about activities which are preparatory to beginning an academic task, or necessary for completing an academic task, such as those described under the two categories of "on-task, procedural," below. It does include activities after assignments which are related to academic skills--reading library books, playing math games, etc.

Probably On-Task, Academic. Students falling in this category are those who are supposed to be working on an academic assignment or attending to an academic presentation, but who cannot confidently be said to be attending; however, they are not definitely off-task either. Students falling in this category might be those who are sitting at their seats with work in front of them, but who are looking up at the wall or out the window at the time the rating is taken. The student might be thinking about the task, he might be resting momentarily before returning to work, or he might be daydreaming. The observer may not be able to tell by simply watching the student; however, it is also clear to the observer that the teacher would not be likely to correct the student for his behavior at that time; that is, it is not clearly off-task, unsanctioned behavior.

Definitely On-Task, Procedural. Students classified in this category are those who are clearly engaged in some procedural activity which is preparatory to beginning an academic activity, or is necessary for finishing it. Such activities include moving through transitions, sharpening pencils, getting out new materials, or putting up used materials, turning in work, putting headings on paper, collecting books from other students, finding one's place in a textbook, and listening to a teacher give an assignment when this doesn't involve the teacher actually presenting new academic information. (For example, listening to the teacher explain that "Your math assignment is to do all of the problems on pages 72 and 73," would be on-task, procedural, but listening to the teacher say, "The way to add fractions is...," would be academic.) Sometimes procedural tasks involve the entire class (e.g., putting a heading on a paper for a test) and sometimes an individual will be doing something alone which can be considered procedural (such as turning in a paper). It also includes class procedures such as passing out school forms, collecting money from students, or any other procedure intiated by the teacher for the sake of getting something done.

Probably On-Task, Procedural. Students classified here are those whom you think are probably engaged in some procedural activity, but who are not clearly doing so. However, they are not obviously off-task or misbehaving. An example of this would be a student who is moving across the room, and you suspect that he is going to some shelves to pick up some materials, but it is not absolutely clear to you that he is doing this or just wandering around. The same category would apply to someone who is waiting near a supply area or waiting near the teacher's desk, and you suspect that the wait is part of continuing some academic activity, but you are not absolutely sure.

Off-Task, Sanctioned. Students are to be classified here when, at the time of the rating, they are involved in some activity that is not academic or procedural in nature, but which is allowed in the classroom. Typically, this involves going to the bathroom and going to and from the wastebasket.

Off-Task, Unsanctioned. Students are classified in this category when they are very clearly misbehaving and doing something which the teacher does not approve of. It is not essential that the teacher correct the students for them to be classified here. The definition of unsanctioned behaviors depends on the rules each teacher has established for his or her class, and therefore, what is unsanctioned in one room may not be unsanctioned in another. Typically, however, behaviors which would be classified here would be: talking to one's neighbor when this is not allowed, cheating on a test, playing around in a disruptive manner instead of working, being out of one's seat when this is not allowed, daydreaming, reading inappropriate materials, and visual-wandering.

Dead Time. Students should be classified here when the observer realizes that there is nothing specific which students are supposed to be doing and when they are not engaging in unsanctioned behavior. This would include students who are waiting for a transition as part of the whole class and students who have finished all of their assigned work and who have not been given anything else to do.

No Data (Can't See). If there are students in the classroom who cannot be seen by the observer, they should be included in this category. This would include those who are working behind dividers and any student whose back is to the observer when it is necessary to see the face in order to make an accurate rating. This category would not include students who were out of the room at the time the rating was taken, since these students are not counted in the "Number in Class at Time" for that particular rating.

SER-10

RANDOM NUMBER SEQUENCE

Use the first number you choose to identify when to take the first SER. Cross off the random number after you use it. Then make subsequent SERs at 15 minute intervals.

4	8	6	6	3	9	1	2	4	5
8	5	8	2	8	1	4	3	4	6
10	9	1	7	2	3	10	1	6	8
9	10	2	2	9	10	4	7	3	4

NOTE: In period 1 classes, or any other period when PA announcements are given, begin counting after these are completed.

FORMAT

1. Teacher Presentation to Class - Academic
2. Teacher Presentation to Class - Procedural/Behavioral
3. Student Presentation to Class
4. Teacher with Small Group - Rest of class on same task at seats
5. Teacher with Small Group - Rest of class on group assignments
6. Students working in Small Groups - Teacher going from group to group
7. Individual activities - All students on same task
8. Individual activities - Students on different tasks
9. Students taking a test
10. Transition
11. Dead Time
12. Other
13. Mixed

CODE*

COMPONENT RATING/STUDENT ENGAGEMENT RATING

1. Teacher only present--in charge
2. Teacher in charge--another adult present (Student Teacher or Resource Teacher)
3. Teacher in charge--more than one adult present
4. Substitute Teacher in charge
5. Student Teacher in charge--Teacher present
6. Student Teacher in charge--Teacher absent
7. Other adult in charge--Teacher present
8. Other (Specify somewhere)
9. Mixed

*Instituted 9-25-78 (entered also for first three weeks)

Sample Form: STUDENT ENGAGEMENT RATINGS

Teacher #_____ School #_____ Subject #_____ Period #_____ Observer #_____

Date ____________________________ Number of Students __________

	1	2	3	4
Time				
Format/Code				
Topic				
# in Room				
# def. on, acad.				
# prob. on, acad.				
# def. on, proc.				
# prob. on, proc.				
# off, sanc.				
# off, unsanc.				
# dead time				
# can't see				

IVC. COMPONENT RATINGS

Although the narrative records are considered to be the richest source of data regarding the teachers' organizational and management behaviors, a systematic set of counts and ratings of specific characteristics was completed after each observation in order to provide a common set of measures on each teacher. Therefore, after each observation, a set of 44 ratings was completed. (During the second week of school, only 36 variables were rated. It was felt that additional information was needed regarding the teacher's management of student behavior, thus an additional eight ratings were added after the second week.)

This assessment system had been used in the Elementary School Classroom Organization Study as a means of identifying global areas that differentiate various levels of capability in organizing and structuring classroom activities. Also, the use of the assessment system provided a way to relate this research study to preservice teacher education, since the assessment system was developed by a committee of faculty from The University of Texas at Austin, including one member of the AISD Project staff. The system was used on a pilot basis in the elementary teacher education program at The University of Texas; research on this system will allow these preservice criteria to be validated against teachers in the field. Several alterations and additions were made to the original form to reflect the different age levels being observed and the different types of information desired. The areas focused on were: lesson design; locating, constructing, using materials; presenting information; developing attitudes; managing pupil behavior; methods of handling disruptive behavior; interacting effectively; classroom climate; amount of inappropriate behavior; and teacher's reaction to inappropriate behavior. A copy of the guidelines, sample forms and guideline changes follow.

GUIDELINES FOR USING THE COMPONENT RATINGS

1. Designing Lessons to Achieve Particular Purposes

   a. Describes objectives clearly. Has the teacher indicated what the students are to learn during the lesson? Look for indications of this in materials given to the students, written on the board or overhead projector, or listen for it when the teacher is introducing the lesson. It should be clear what the students are expected to know or to be able to do as a result of participation in the lessons. Rate the teacher high if there are various indications given to the students.

   b. The attention spans of the students are considered in the design of the lesson. Evidence that attention spans have been taken into account include provision for varied activities, things to do if students complete their work early, lessons that are not excessively long or repetitive and variations in teaching style to arouse interest/attention.

   c. Assignments for different students. The degree to which the teacher allowed for individual differences in aptitudes or interests in required or optional assignments. Rate a 1 if all pupils did the same thing; a 2 if there is some provision for differences, e.g., optional extra work; 3 if there is moderate differentiation in assignments, e.g., students are allowed to choose the level on which they work after completing a basic assignment; a 4 if there is considerable provision for differences, e.g., individual and group projects for many of the students; and a 5 if there is great attention to differences, e.g., extensive use of contracts for assignments.

   d. Occurrence of verbal class participation. Students participate in question and answer sessions, class discussions, group work, and other opportunities either encouraged or accepted by the teacher. Rate a 1 if most students do not participate in the format of the classroom, either because it is unacceptable to the teacher or because the students choose not to participate. Rate a 5 if lots of students are involved in active participation throughout much of the class period. A 3 would represent the active involvement of most students during some portion of the period.

2. Locating, Constructing, and Using Materials

a. Uses a variety of materials. During a lesson or activity a teacher may use numerous media and materials, or may restrict the activities to a single set of materials. Generally, the minimum set of materials that will be used will be a workbook, textbook, or ditto handout accompanied by verbal teacher explanation and the blackboard or overhead projector presentation. Other materials or media include movie projectors, tape recorders, audio cassettes, manipulative materials, games, and supplementary reading materials, as well as teacher-made or pupil-made materials. Rate a 1 if the minimum set of materials is characteristic of the lesson. Rate a 5 if the teacher incorporates a wide variety of materials, and rate a midpoint if some variety is evident.

b. Materials are ready and available in sufficient quantity. Rate a 5 if all materials are ready on all occasions. Rate a 1 if the teacher continuously runs out of materials or spends a lot of time hunting them up and getting them into pupil hands.

c. The materials support instruction. The intent of this category is to differentiate the use of materials simply as time filler or to get through the period, versus their integrated use with the instructional objectives of the unit of lesson. It should be obvious to the observer how and whether the materials support the objectives; if not, give a low rating.

d. The use of materials are accompanied by clear directions. Look for instructions given verbally by the teacher and repeated by the student, and written instruction either on the blackboard, overhead projector, on in handout form. Also, an indication of clear directions can be obtained by the ease with which students begin their use of the materials, and the frequency of questions and repeated directions issued by the teacher.

3. Presenting Information

a. The teacher has distracting mannerisms or characteristics. A distracting mannerism is some gesture, vocal quality, or behavior that causes the student to be distracted from some aspects of the lesson. The observer will have to judge whether the behavior is distracting to the students, and whether it continues to be distracting after a period of time.

b. Eye contact. Does the teacher keep his/her eyes on the class and does the teacher make the rounds of the classroom with his/her eyes? S/he should avoid watching just a few students and instead maintain visual contact throughout the lesson.

c. The teacher's presentation was clear. Questions and instructions were presented in a coherent sequence; adequate examples were provided; and skills, when taught, were appropriately demonstrated.

d. Presentation was adapted to different levels. The teacher related information to different ability levels, used a variety of approaches if the content was not initally comprehended, used appropriate vocabulary, and paced the lesson sufficiently to allow for a thorough coverage.

e. Gives or seeks rationale for the use of principles or rules. The teacher is careful to explain reasons why certain procedures, formulas, etc., are used, rather than simply presenting them to the students as the way to do it. The teacher's questions encourage analysis and reflection by the students (understanding instead of rote memorization). The teacher asks students to explain or justify their conclusions, or to give reasons or background information. The teacher explains why s/he engages in certain activities, and seeks adequate information before forming conclusions.

4. Developing Positive Attitudes, Including Attitudes Toward Self, Subject Matter, and Others

a. The teacher states desired attitudes. The teacher who receives high ratings on this characteristic will be one who frequently identifies appropriate behavior or attitudes, such as respecting other students, and valuing their contributions and opinions. Such things may be observed by lists of rules, displayed in the classroom as well as through verbal instructions given by the teacher. Lower ratings would by indicated by the absence of these characteristics as well as by rules that were framed strictly in negative terms.

b. Degree of pupil success. Students appear to be able to complete successfully the assignments and tasks the teacher gives. Discussions are participated in by more than a few pupils, and questions which the teacher asks are either answered correctly or the teacher stays with the pupil until success is achieved.

c. Lessons are related to pupil interest or backgrounds. Evidence of this characteristic can be displayed in interaction by the teacher when she makes reference to relationships between content being studied and aspects of the students' lives or interests. Other relevant information may be obtained from bulletin boards, materials used by the teacher, or lessons in which pupil interests are clearly taken into account, such as activities in which pupils describe parents' occupations, trips they have taken, etc. Another instance of this type of behavior is when the teacher presents contributions of different groups of people, when members of those groups are present in the class.

d. Pupils are given clear expectations with regard to appropriate work standards. Evidence of this characteristic can be obtained by verbal statements on the teacher's part encouraging neatness and when students are expected to turn in materials promptly and in complete form. A reasonable amount of orderliness and attractiveness is emphasized in the finished work that students do. The observer can note whether students are expected to have all of their materials in class, to keep their materials sorted carefully and in reasonable order, whether the teacher emphasizes respect for property and the rights of others, and whether the rules that are posted communicate these standards to the students.

5. Managing Pupil Behavior

a. Amount of positive reinforcement of achievement behavior. This means actual student accomplishment. Reinforcement can include nonperfunctory teacher praise, approval, recognition, displays of good work, privileges, tokens, check marks, pats-on-the-back, etc. Rate a 1 if there is no apparent reinforcement; 2 for occasional use of reinforcement, limited to one or two types; 3 if there is moderate use of reinforcement, but at least six or seven instances per period; 4 for frequent reinforcement, up to one per every five minutes; and 5 for very frequent use of reinforcement.

b. Signals appropriate behavior. This class of behaviors refers to any activities, both verbal and otherwise, which the teacher uses to let students know that they should begin behaving in a particular manner. Teachers will move around the room and use their presence as a signal for attending or other appropriate behavior. Verbal statements which orient the students toward behaving in a particular mode are also signals. Examples of these include such phrases as: "Does everyone have their thinking caps on?" or "Let's have all eyes up front," or "I'm going to call on someone in one minute to answer this question, so everyone listen carefully," or "Let's hear what Sally has to say now." However, orders or commands to pay attention directed at inattentive students will not be considered signals or cues for appropriate behavior. In other words, if the teacher seems to be trying to get an inattentive student to pay attention by directly operating on that student, then such behavior would not be regarded as a cue or signal, but rather as reinfocing the inattentive behavior (the next rated category). The present category is reserved for those instances of teacher behavior which are designed to elicit orienting responses from the students without singling out an individual in any obvious manner.

c. Teacher reinforces inattentive behavior. Rate a 5 if there is a high amount of attending to inattentive behavior and this seems characteristic of the teacher. Rate a 1 if the teacher does not reinforce inattentive behavior. Occasional reinforcement of inattentive behavior would receive a moderate rating on the scale. "Reinforcing inattentive behavior" means any teacher action which calls attention to individual student's inattentiveness. We will consider inattentiveness to mean visual wandering, daydreaming, covertly avoiding engagement in a lesson, or any other activity that represents pupil disengagement, but is not overtly disruptive or interfering with other students.

d. Consistency. How predictable is the teacher's response to appropriate and inappropriate behavior? What is the degree to which the teacher maintains an unvarying response pattern? Rate a 1 if the teacher is highly inconsistent. The teacher frequently allows a behavior on one occasion and then disapproves of it at another time. The teacher often allows deviations from rules and established procedures. Rate a 2 for moderate inconsistency. Rate a 3 if there is some inconsistency, perhaps limited to a single area, e.g., call outs. Rate a 4 if the teacher is usually consistent, only an occasional variation from rules and procedures of a minor nature. Rate a 5 if the teacher is highly consistent. No exceptions are permitted, unless the teacher justifies it. Approved behavior remains constant across tasks, unless provided for by rules and procedures.

e. Disruptive pupil behavior. On this scale you are to estimate the amount of disruptive behavior that occurs in the classroom. "Disruptive behavior" refers to any pupil behavior that interferes with instructional, attentional, or work activities of the teacher or two or more other students. Excluded from this definition are inattentive behaviors and behavior that involves only one or two other students, such as one student whispering, writing notes, or goofing off. However, if the behavior elicits the attention, although not necessarily the involvement of numerous other students, then it would be classified as disruptive behavior. A 5 rating would be obtained if such behavior occurs with a high degree of frequency. Use a 5 to note a situation which is habitual and is a constant problem for the teacher and other students. A _4_ would be indicated by such behavior once every five minutes. A midrange rating would be obtained if such behaviors occur with moderate frequency, such as several on the average per hour, occasionally moderately or severely disruptive. A rating of _2_ would indicate a few instances per hour, almost always mild. A rating of _1_ would indicate the complete absence of any such incidents. Note that "disruptive behavior" does not have to be as extreme as a knife fight. Rather it is any behavior that distracts or interferes with a significant number (more than two) of students attending to their work or the lesson.

f. _Source of disruptive behavior._ How many students are involved in creating disruptions in the class. Rate a _1_ if a single pupil is the source, a _2_ if two pupils are the source, a _3_ when the source is a small group of pupils, and a _4_ when many (but not half the class) are the source and there is no particular pattern. Rate a _5_ when half the class or more is involved. If there is no disruptive behavior mark a line through the set of numbers.

6. _Methods of Handling Disruptive Behavior_

a. _Disruption is stopped quickly._ Whatever action the teacher takes causes the behavior to terminate without involving other students or without serious interruption to the activities in the lesson. There is an absence of ripple effect and things return to normal rapidly. A _5_ indicates that disruptive behavior was always stopped quickly and a _1_ indicates that the behaviors tended to persist or escalate and that the teacher was usually unsuccessful in terminating the behavior. The middle of the scale rating indicates that some behavior or some incidents were terminated, whereas others were not or that generally the teacher is only able to terminate them after some struggle.

b. Gives rules or procedures. The high rating (5) would be obtained by a teacher who generally deals with disruptiveness by citing classroom rules that prohibit the behavior or that identify appropriate alternative behaviors. If the teacher does not use this mode, rate a 1; and if this procedure is used on some occasions, give a middle of the scale rating.

c. Teacher criticizes and/or justifies authority. This type of behavior is one in which the teacher attempts to terminate the behavior by criticizing the student for what he did. Criticism may be personal or may simply focus on the behavior. It involves more than simply citing a rule for appropriate or inappropriate behavior, however, in that the teacher is directly criticizing the student for his actions. The intent of this type of behavior is usually to put the student on the defensive. Also, the teacher may justify his/her authority in this situation by stating that the student should do it because s/he is being told to do it. Rate a 5 if a high degree or amount of this behavior is present. Rate a 1 if the teacher never uses this approach to disruptive behavior.

d. Punishes. (Other than criticism) The teacher punishes pupil behavior in order to terminate it. Punishment may involve giving demerits, taking away privileges, moving seats, isolation, or invoking some negative consequence such as requiring some task to be carried out. It may also involve requiring the students to stay after school. A rating of 5 indicates a large amount of punishment.

e. Ignores. The teacher makes no attempt to terminate the behavior. A rating of 5 indicates a high use of this category.

f. Conference. The teacher meets privately with the student or students. This may occur in the hall or in the classroom. The intent of the teacher should be judged as desiring a private contact with the pupil or pupils. Give the number of times this is observed in the period.

7. Interacting Effectively

a. Listening skills. These teacher behaviors refer to statements which the teacher makes that allow a student to continue talking about some problem or feeling. By using such statements, the teacher indicates an acceptance of the students' feelings or at least provides the opportunity to express it. Examples of such statements on the teacher's part include, "Would you like to talk more about it?" or "I'm not sure I understand; can you tell me more? " or "You seem upset (hurt, happy, sad, confused, etc.)." The teacher may also demonstrate listening skills through nonverbal behavior by her posture and orientation toward a student who exhibits some feeling or problem. The key thing to look for is whether the teacher's behavior enables the student to further identify his feeling or explain it. Rate a 5 if such behaviors seem characteristic of the teacher whenever feelings are expressed by the students. Give a midpoint rating if such behaviors seem to be used occasionally by the teacher in response to such student expressions, and rate a 1 if the teacher generally does not respond to such statements with appropriate listening skills, or if the teacher attempts to terminate such behavior or seeks to avoid it.

b. Expresses feelings. In his/her interaction with the students, the teacher states how s/he feels about certain activities or behaviors. These expressions of feeling may be both positive or negative and may include such things as "I am happy, sad, angry, annoyed, upset, disturbed," etc. Such expressions may occur during class discussions, behavior management situations, during procedural activities, or when any aspect of student behavior or class activities is being discussed. It can be with individual students, or a group of students, or the whole class. The point here is to observe whether the teacher is overtly indicating to the students how s/he feels about various aspects of classroom activity, such as their performance, their behavior, or their relationships and interaction with each other. It is important, however, that the teacher's expression of feelings not continually place the students in a defensive or vulnerable situation. A teacher who continually reacts to inappropriate pupil behavior by telling the students how angry it makes him/her is not really expressing his/her feelings, but rather using them as a kind of battering ram to wear the students down. Appropriate use of this type of behavior is indicated when the teacher's expression of feelings appears to be a clear and direct attempt to inform the students about how s/he feels about some aspect of their behavior, work, or interaction. A teacher who overdoes the "I am angry" routine is not using this skill effectively. Rate a 5 when the teacher expresses feelings naturally and frequently, uses a midpoint for occasional expression of feeling, and a 1 for no expression of feeling or for inappropriate use of this behavior.

c. Receptive to student input. This rating is an attempt to assess the amount of degree to which the teacher allows students to influence or add to the development of the subject matter or class activities, incorporates student ideas, suggestions, or other academic contributions into his/her lessons or class discussions. One example of being "receptive to student input" might be the following: Teacher accepts a student's suggestion or contribution and includes it in the ongoing activity by asking others to comment, or by extending what the student had said by adding other relevant information. A more extreme example might be the teacher allowing students to select academic activities and guide the content. Another example might be the teacher consulting with the class to allow them to share in decision-making or planning. Rate a _1_ if the teacher rejects all or almost all students input, becomes irritated, and/or chides some students for interrupting the lesson or explanation. Rate a _5_ if the teacher is very receptive to student questions during discussions, and encourages the behavior to the extent that discussions are redirected to pursue points of student interest. Students respond by involving themselves in such discussion.

d. _Oriented to student needs._ For this rating the observer should estimate the extent to which the teacher is open to students coming to him/her with personal problems. This will involve a judgement about the degree to which the teacher feels comfortable in a counseling role and encourages students to look upon him/her as a confidant. Rate a _1_ if the class is conducted in a strict business fashion: discussions are problem centered relating to the content. Rate a _5_ if the teacher actively seeks and encourages students to bring their problems to him/her, may make allowance for, or adjust work to accommodate students.

e. _Nurturance of student affective skills._ The extent to which teacher actually includes in the curriculum activities designed to help students express feelings or empathy. This might include (particularly in English classes) an emphasis on how certain literature characters "felt" or how students themselves might relate in certain situations. If there is no evidence of any attempt to incorporate affective skills or content, rate a 1. Rate a 5 if the teacher takes advantage of any opportunity to encourage students to express feelings or empathize.

7. Classroom Climate

a. Task-oriented focus. Pupils and teacher work together to accomplish class goals with a task-oriented focus. In doing this rating, the observer is asked to assess the degree to which there is a cooperative spirit within the class and willingness to do class activities. Rate a 1 if many class members question the relevance of assignments, protest when assignments are made, don't do their work; this can include several instances of off-task dawdling. Rate a 3 if two or three students complain, but do the work willingly (if not joyfully). Rate a 5 if the class seems to accept assigned work as legitimate and willingly do assignments; some may ask teacher for clarification or explanation, but this is done in the spirit of getting the work done correctly. There is no off-task time wasting.

b. Encourages group cohesiveness. The teacher attempts to produce group spirit. The observer should rate the extent to which the teacher makes reference to "us" or "we" as a social group and other attempts to promote group cohesiveness. This could mean that the teacher refers to "our football team, our school, our class," etc. Rate a 1 if the teacher separates him/herself from the class and remains aloof and detached. Rate a 5 if the teacher totally identifies with the class and promotes a "we" feeling.

Sample Form: COMPONENT RATINGS

Teacher # ____ School # ____ Subject ____ Period # ____ Observer # ____

Date____________________ # of Students Present ____

1. Lesson Design

5	4	3	2	1	a. Describes objectives clearly
5	4	3	2	1	b. Attention spans considered
5	4	3	2	1	c. Assignments for different students
5	4	3	2	1	d. Occurrence of verbal class participation

2. Locating, Constructing, Using Materials

5	4	3	2	1	a. Uses variety of materials
5	4	3	2	1	b. Materials ready
5	4	3	2	1	c. Materials effectively support instructions
5	4	3	2	1	d. Clear directions

3. Presenting Information

5	4	3	2	1	a. Distracting mannerisms
5	4	3	2	1	b. Eye contact
5	4	3	2	1	c. Presentation clear
5	4	3	2	1	d. Adapted to different levels
5	4	3	2	1	e. Provides/seeks rationale and analysis

4. Developing Attitudes

5	4	3	2	1	a. States desired attitudes
5	4	3	2	1	b. High degree of pupil success
5	4	3	2	1	c. Content related to pupil interest/background
5	4	3	2	1	d. Reasonable work standards

5. Managing Pupil Behavior

5	4	3	2	1	a. Amount of positive reinforcement
5	4	3	2	1	b. Signals appropriate behavior
5	4	3	2	1	c. Reinforces inattentive behavior
5	4	3	2	1	d. Consistency in dealing with behavior
5	4	3	2	1	e. Amount of disruptive behavior
5	4	3	2	1	f. Source of disruptive behavior

6. Methods of Handling Disruptive Behavior

5	4	3	2	1	a. Stops quickly
5	4	3	2	1	b. Gives rules or procedures
5	4	3	2	1	c. Criticizes/justifies authority
5	4	3	2	1	d. Punishes
5	4	3	2	1	e. Ignores
				____	f. Conference

7. Interacting Effectively

5	4	3	2	1	a. Listening skills
5	4	3	2	1	b. Expresses feelings
5	4	3	2	1	c. Receptive to student input
5	4	3	2	1	d. Oriented to student needs
5	4	3	2	1	e. Nurturance of affective skills

8. Classroom Climates

5	4	3	2	1	a. Task-oriented focus
5	4	3	2	1	b. Teacher encourages group cohesiveness

Additional Component Ratings (Instituted 9-12-78)

We would like to obtain your estimate of the teacher's reaction to all types of inappropriate behavior, not just disruptive acts. Therefore, we are adding the following scales to the Component Ratings. Inappropriate behavior will mean all types of nondisruptive behavior that are contrary to stated or implied classroom rules or standards. We will exclude disruptive behavior, since that is already covered.

Some common types of inappropriate but nondisruptive behavior might include talking out-of-turn (call outs), whispering to neighbors, passing notes, out-of-seat, reading or working on another task, tardy entry to class, failure to complete work, gum chewing, or goofing off. Of course, any of the preceding may be disruptive under some circumstances; but we want to estimate the frequency of nondisruptive inappropriate behaviors that occur, and the teacher's reactions to them.

9. Amount of inappropriate behavior. Rate a 5 if many students frequently exhibit this. For example, more than one-half of the class, several times (3+) per period. This type of problem is characteristic of the class. Rate a 3 if such behavior is emitted with some regularity by more than a few students. Rate a 1 if the behavior is only exhibited occasionally in the class. Rate 2 and 4 for in-between situations.

10. Teacher's reactions to inappropriate behavior

a. Inappropriate behavior stopped quickly.

b. Gives rules or procedures.

c. Criticizes or justifies authority.

d. Punishes.

e. Ignores.

f. Conference.

g. Desist. The teacher either tells the student to stop whatever s/he is doing. (but doesn't cite rules or procedures) or s/he uses nonverbal cues to communicate the same message; such as moving closer to the offender, making eye contact, or giving a signal, such as saying the student's name. "Desist" behavior is very matter-of-fact, nonemotional and noncritical--otherwise, it is classified as "teacher cricitizes." As with the other scales, rate a 5 if the behavior is very characteristic of the teacher; rate a 3 if it occurs with some regularity; and a 1 if it is not used or rarely used.

Please refer to the written descriptions of the above categories in the observer manual. Rate the teacher's responses to inappropriate behavior in the same manner you used the scales to rate disruptive behavior. The only change is the addition of the category "Desist."

Sample Form: COMPONENT RATINGS

Teacher # ____ School # ____ Subject # ____ Period # ____ Observer # ____

Date ________________ Code ________ # of Students Present ____

1. Lesson Design

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Attention spans considered

5 4 3 2 1 c. Assignments for different students

5 4 3 2 1 d. Occurrence of verbal class participation

2. Locating, Constructing, Using Materials

5 4 3 2 1 a. Uses a variety of materials

5 4 3 2 1 b. Materials ready

5 4 3 2 1 c. Materials effectively support instructions

5 4 3 2 1 d. Clear directions

3. Presenting Information

5 4 3 2 1 a. Distracting mannerisms

5 4 3 2 1 b. Eye contact

5 4 3 2 1 c. Presentation clear

5 4 3 2 1 d. Adapted to different levels

5 4 3 2 1 e. Provides/seeks rationale and analysis

4. Developing Attitudes

5 4 3 2 1 a. States desired attitudes

5 4 3 2 1 b. High degree of pupil success

5 4 3 2 1 c. Content related to pupil interest/background

5 4 3 2 1 d. Reasonable work standards

5. Managing Pupil Behavior

5 4 3 2 1 a. Amount of positive reinforcement

5 4 3 2 1 b. Signals appropriate behavior

5 4 3 2 1 c. Reinforces inattent behavior

5. Managing Pupil Bhvr. (Cont.

5 4 3 2 1 d. Consistency in dealing with behavior

5 4 3 2 1 e. Amount of disruptive behavior

5 4 3 2 1 f. Source of disruptive behavior

6. Methods of Handling Disruptive Behavior

5 4 3 2 1 a. Stops quickly

5 4 3 2 1 b. Gives rules and procedur

5 4 3 2 1 c. Criticizes/justifies authority

5 4 3 2 1 d. Punishes

5 4 3 2 1 e. Ignores

____ f. Conference

7. Interacting Effectively

5 4 3 2 1 a. Listening skills

5 4 3 2 1 b. Expresses feelings

5 4 3 2 1 c. Receptive to student input

5 4 3 2 1 d. Oriented to student needs

5 4 3 2 1 e. Nurturance of affective skills

8. Classroom Climates

5 4 3 2 1 a. Task-oriented focus

5 4 3 2 1 b. Teacher encourages group cohesiveness

5 4 3 2 1 9. Amount of inappropriate behavior

10. Teacher's reaction to inappropriate behavior

5 4 3 2 1 a. Inappropriate behavior is stopped quickly

5 4 3 2 1 b. Gives rules or procedures

5 4 3 2 1 c. Criticizes/justifies authority

5 4 3 2 1 d. Punishes

5 4 3 2 1 e. Ignores

____ f. Conference

4 3 2 1 g. Desist

COMPONENT RATINGS CLARIFICATION

2. d. Rate a 5 if there are directions either written or oral and the teacher monitors the class to be sure that all students understand and are able to use the materials. Rate a 3 if there are several questions regarding the materials which cause the teacher to either alter or elaborate on instructions. Rate a 1 if there are inadequate or no instructions given causing the students to be confused and unable to get started using the materials.

4. a. Rate a 5 if rules are displayed and referred to concerning desired attitudes or behaviors in the classroom. The teacher may notice appropriate behavior and point it out to the class. For instance, a math teacher may praise a student for analytical thinking. An English teacher may pick certain subject matter to encourage or promote discussion of particular desirable behaviors or attitudes. Rate a 3 if there are occasional statements of desired attitudes or behaviors but this is not characteristic of this teacher. (This will be a neutral rating.) Rate a 1 when there is an absence of desirable behavior being encouraged in the class. The teacher focuses on negative behaviors or fails to capitalize on instances of appropriate behavior.

7. d. The focus of this rating will be on the teacher's recognition of and ability to deal with such student needs as safety, security, comfort, and ability to function physically in the classroom. Rate a 5 if the basic student needs are being met by this teacher. Rate a 3 if the basic student needs are sometimes met but the teacher is not sensitive to all of the student needs, or

s/he ignores some. Rate a 1 if the basic student needs are not being attended to. This may include the teacher's failure to maintain control of the classroom, thus causing the needs of most students to be ignored.

8. b. Encourages group cohesiveness. The teacher attempts to produce group spirit. The observer should rate the extent to which the teacher makes reference to the school, class, peer group, etc. Rate a 5 if the teacher makes an active attempt to promote class and school spirit, either by a discussion, comment or the use of decorations in the classroom. The teacher may discuss student honors or school activities as a means of encouraging students to participate or be proud of themselves or their group. Rate a 3 if there is some acknowledgement of school activities or spirit or some attempt is made to encourage students along these lines. Rate a 1 if there is no teacher reference to the group, school or class as a whole other than the regular activities of this class. No attempt is made to promote a feeling of being part of the structure. There are no activities in which there is a mention of the whole group or a subgroup doing well. Basically the students are involved in individual content-centered work. This category represents simply a lack of these possible activities or topics of discussion rather than a judgement of whether or not it is desirable.

September 25, 1978

COMPONENT FORM CHECKLIST
FOR
NO DATA

This list describes situations in which you may validly skip a rating in the Component Ratings (i.e., no data).

1a.–d. Must be filled in unless the teacher did not conduct a lesson (that is, the librarian or another adult presented all information during that period)

2a. No data only if no lesson ("1" indicates minimal or no materials.).
b.–d. No data only if no materials used. (2a. must be "1".)

3a. Always rate
b. Always rate
c.–d. No data only if teacher makes no presentation to class.
e. No data only if no principles or rules presented.
4a. Always rate
b. No data only if no tasks are assigned or no questions were asked.
c. No data only if there was no lesson conducted.
d. No data only if no tasks, work assigned.

5a. Always rate
b. Always rate
c. No data only if no inattention.
d. No data only if no inappropriate behavior.
e. Always rate
f. No data only if no disruptive behavior (5e is "1".).

6a-e No data only if no disruptive behavior (5e is "1".).

7a. No data only if no instances of student talk about problems and feelings.
b. Always rate
c. No data only if no student input.
d. Always rate
e. Always rate

8a. No data only if no lesson and no tasks assigned.
b. Always rate

IVD. TIME LOGS

Time use was another important aspect of this study. It was felt that an organized teacher would have maximum time on academic instruction and very little time spent in transitions between activities and different subject matter, and little or no dead time, that is, time in which students had no assigned activity. On the narrative form, there was space to the left of the numbered lines to be used to note times such as the beginning and end of transitions, dead time, and interruptions.

Narrative

Teacher # XX School # XX Subject # XX Period XX Observer # XX

Date 8/30/79 # of Students Present 19 Page 1 of 8

Start: 8:00

BEG	END	ST. ENG	
T 8:05			1. The students have come in early and are
			2. sitting in their seats talking quietly.
			3. (Bell at 8:05) Some students talk to
	T 8:06		4. teacher; three others start working and
			5. reading with aide. Students know what to
			6. do already and get busy working at their
			7. seats on reading activities.

These times were inserted into the taped narrative to provide a feel for the flow of events in the classroom when the narratives are read. In addition, a time log for each observation was completed by the observer. On this form the observer noted the start time, stop time, number of students involved, and a brief description of each activity in the classroom (including transitions and dead time). The beginning time on the time log was the bell beginning class and the end time was the bell ending the class, with occasionally some notes concerning how time was spent before and after class if it was relevant. This time log enables the reader to follow the schedule throughout the class period for all of the students in the class. From this time log, one can see how much time was spent on academic instruction versus time in transitions or other non-academic activities. A copy of the guidelines and sample forms follow.

GUIDELINES FOR
NOTING TIME INTERVALS ON THE NARRATIVE RECORD AND TIME LOG

Since time is an important focus of this study, one very important task of the observer is to note the length of transitions and dead time when they occur in the classroom.

On the narrative record form, the two inches of space to the left of the numbered lines are to be used to note times as described below.

Noting beginning and ending times on pages. On the first line of the first page at the label "Start," the observer should note the time when the narrative begins. At the beginning of each new page, the time should also be noted. At the end of the last page at the label "Stop," the observer should note the time when the narrative was completed. (This should go on the last line even if the narrative doesn't fill up all of the lines on the page.)

Noting beginnings and ends of transitions and dead time. Whenever the observer is aware of a transition or dead time in the class, he or she should note it under the column labeled "Beg" as the time when the interval started, and a T for transition, a D for dead time or an I for interruption. (For example, T-9:27.) When either is completed, the observer should note the end time in the same way under "End." The line on which either time is noted should correspond to the narrative record where the transition or dead time is being described.

Obviously, there is much observer judgment involved in determining when to start and stop timing. Discussions of each use of time are presented below, but the observer should remember that there will be unclear situations. When these occur, note and describe in the narrative any circumstances which made it difficult to define the beginning and end times accurately, or which made it difficult to arbitrarily define an interval as a transition or dead time. Whenever in doubt, time events as you think is appropriate, by noting as many times as might appropriately designate the beginnings and end, and discuss it with someone back at R&D. You will eventually want to turn in a set of matching beginnings and ends for a certain number of transition and dead times, but if you cannot make that decision on the spot, then record as much information as is necessary for subsequent decisions.

Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. Transitions can occur within the room, or they may involve movement of students in and out of the room. Some examples of transitions are: the students arriving in the classroom and getting "settled in"; the students moving between activities within the room; the students putting sway some materials and/or getting out new materials, whether moving or staying at their seats. The beginning point of the transition would be the signal that is given to the students to begin. Usually this is clear and comes from the teacher, although school bells may also be used. Remember to describe the activities which occur during the transition. The end of the transition is not as easy to determine. When it terminates in the teacher beginning a new lesson or activity which was the objective of the transition, then this should be considered as the end. When this does not occur, the observer should use as the end point that time when the teacher would define the next activity as starting. When some students have gone through a transition and performed the appropriate motions (such as moving from one thing to another or getting out materials), but do not begin the appropriate activity after doing so, the observer should still consider the transition as complete but might note that a certain number of individuals had "gone through the motions" but were not actually beginning the new task.

Dead time is an interval of time in which a student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an activity. To be considered dead time and noted as such, a significant part of the class (5 or more students) should be involved. (Therefore, a single student who is at loose ends would not be timed, although the observer might wish to note this in the narrative if it seems important in terms of the teacher's organization.) If dead time has an obvious beginning, such as an interruption which distracted the teacher, then this should be noted as the beginning time. The ending time would be the teacher's return to direction of the students. If the beginning of dead time is not obvious, then the observer should note the time at which it became obvious that at least five members of the class had nothing definite expected of them. Again, the end time would be some definite direction from the teacher. Remember that the critical aspect of dead time is that the students have not been given anything to do. Therefore, students who are working on assignments and whose teacher is called away are not left in dead time. Likewise, if the teacher organizes something on the spur of the moment, even a game, then they are not in dead time. Needless to say, the teacher's action in each case should be described.

After the observation is completed, the observer should fill out the time log on the forms provided. This would include completing the identification field at the top of each page, and describing each interval of time in terms of the Start Time, Stop Time, number of students involved, and a brief description of the activity. The time log has space for three concurrent activities to be noted, so that it will be possible to describe the different schedules of various groups in the classroom. If the class meets as a whole for the entire period then only the left hand set of columns will be filled. This time log should include intervals spent in transition and dead time, as well as intervals of time spent in actual instruction and work on assignments. If five or more students are in dead time or transition while the rest of the class is working on something else, then they should be placed in a separate column on the time log. When the time log is completed, it should be possible to follow the schedule throughout the class period for all of the students in the class. This does not mean that it should be done in terms of individual students, but rather in numbers of students in each subgroup who are following different schedules. An example of a completed time log is attached.

If the observer has more than three activities to note because four or more groups are following different schedules, s/he should use an extra page, rather than trying to squeeze all four on to the three sections of one page. When completed, the pages should be numbered consecutively and noted as "Page ___ of ___." If there is a continuation on a second page for a fourth group, that page should be numbered "2a", etc.

TIME LOG

[illegible] # 05 School # 02 Observer # 03 Date 1-3-78 [✓ AM] PM # in class 22 Page 1 of 3

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/Activity
9:00	9:02	22+	Transition into Lang. Arts Center - other Class files in later. Students split into 3 groups. Teacher goes to game area and is in charge.								
9:02	9:02	19	Game Area-LAC Transition,	9:02	9:03	14	Transition to Reading Circle in LAC	9:02	9:07	14	Transition to Exercise Group in
9:02	9:23	13	Game Area - Students playing games with reading emphasis	9:03	9:23	14	Reading Circle in LAC - Silent Reading and individuals being heard by teacher.	9:07	9:23	14	Exercise Group - Students doing individual exercisi checking + noting i folders
9:23	9:26	41	Transition - Putting away materials								
9:26	9:29	13	Transition from Game area to Exercise Group	9:26	9:29	14	Transition from Reading Circle to Game Area	9:26	9:27	14	Transition from Exercise Group to Reading Circle
9:29	9:43	13	Exercise Group - See description above	9:29	9:43	14	Game Area - See description above	9:27	9:43	14	Reading Circle - See description abo
9:43	9:51	41	Transition out of LAC - back to room								
9:51	9:53	22	Transition into room - Hanging up coats. Going to centers								

TIME LOG

[illegible] # 05 School # 02 Observer # 03 Date 1-3-78 [✓ AM] PM # in class 22 Page 2 of 3

[illegible]	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/Activity
9:53	9:54	5	Transition - Snoopys to Learning Center	9:53	9:59	4	Transition - Ducklings to Listening Center	9:53	9:58	6	Transition - Bunnies to Skill Box Area
9:54	10:08	5	Snoopys - Learning how to do exercises w/ Teacher's help	9:54	10:09	4	Ducklings - Listening Center - Listening to Record + Simultaneous Reading	9:58	10:16	6	Bunnies - Skill Box Area - Individu Activities
0:08	10:10	5	Transition of Snoopys to Reading Circle	10:09	10:10	4	Transition of Ducklings back to seats to do individual work				
0:10	10:16	5	Snoopys - Reading Circle	10:10	10:42	4-7	Ducklings - Seat Work				
0:16	10:19	5	Transition of Snoopys to Skill Box Area					10:16	10:20	6	Transition of Bunni to Listening Cente
0:19	10:42	5	Snoopys - Skill Box Area					10:20	10:33	6	Bunnies - Listening Center
								10:33	10:35	6	Transition of Bunnie to Seat Work
0:42	10:46	4	Transition of Snoopys to Listening Center	10:42	10:45	7	Transition of Ducklings to Reading Circle	10:35	11:08	6	Bunnies - Seat Worl
0:46	10:59	4	Snoopys - Listening Center	10:45	11:08	7	Ducklings - Reading Circle				
0:59	11:01	4	Transition of Snoopys to Seats								
1:01	11:34	10	Snoopys - Seat work	11:08	11:10	2	Transition of Ducklings to Skill Box Area	11:08	11:09	6	Transition of Bunnie to Reading Circle
				11:10	11:30	2	Ducklings - Skill Box Area	11:09	11:34	6	Bunnies - Reading Circle
				[illegible]	[illegible]	2	[illegible] Ducklings				

TIME LOG

Teacher # 05 School # 02 Observer # 03 Date 1-3-78 [✓ AM] PM # in class 22 Page 2a of 3

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/Activity
9:53	9:54	7	Transition → Turtles to doing Seat work								
9:54	10:16	7	Turtles (+extras) - Independent Work at Seats - From Blackboard								
0:16	10:19	4	Transition of Turtles to Reading Circle								
0:19	10:42	4	Turtles - Reading Circle								
0:42	10:46	4	Transition of Turtles to Skill Box Area								
0:46	11:08	4	Turtles - Skill Box Area								
1:08	11:11	3	Transition of Turtles to Listening Center								
1:11	11:23	3	Turtles - Listening Center								
1:23	11:25	3	Transition of Turtles								

TIME LOG

[illegible] # 05 School # 02 Observer # 03 Date 1-3-78 [✓ AM] PM # in class 22 Page 3 of 3

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/Activity
1:35	11:40	21	Transition within room - Handing in papers - Discussion of Spelling								

Sample Form: TIME LOG

Teacher #____ School #____ Subject #____ Period #____ Observer #____ Date__________ # in class____ Page___of__

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/Activity

Other Data Collected from Observers About the First Three Weeks

As a result of the observation schedule, each observer saw six teachers about five times each, and each teacher was seen by at least two observers for a total of at least nine times in two of his/her 50- to 60-minute classes. Each observation resulted in a detailed narrative, student engagement ratings, component ratings, and a time log. These data represent an intensive examination of the beginning of school in English and math classes in Junior High School.

In order to get additional impressions and information, each observer provided several summary ratings and descriptions of each teacher s/he observed. The observers completed a Summary Component Rating form in which they assessed the teachers/classrooms according to their overall impression. The rating was based on a scale of 1 to 5 (1 = not at all characteristic of the teacher, 3 = moderately characteristic of the teacher, and 5 = highly characteristic of the teacher). Information about using these as one-time ratings follows. In addition, observers answered six questions on each of his/her teachers and two general questions regarding advice to new teachers. A list of these questions follows. Finally observers provided a copy of each teacher's rules, a drawing of the room arrangement and a copy of the two observed classes' seating charts. These items served as an aid to the observers who saw the teachers from Week 5 through the end of the school year.

September 15, 1978

Questions to be answered about each of your teachers:

1. What was the basic organizational climate of this classroom in terms of effectiveness? Has the climate gotten more or less organized and smooth over time? Why? If the class has become less organized than might be desired, what do you think could be done now to recoup?

2. Does the teacher have credibility with the students? What evidence of this is there? How consistent is s/he in following through on directions and/or corrections? What consequences to misbehavior were evident to the students? What incentives are there to perform well?

3. Does the teacher have any particular technique for organizing grades, incentives, or paperwork in general which seem particularly outstanding? If so, please describe briefly.(We can go back to narratives for more information.)

4. What kinds of long range goals or objectives has the teacher expressed to the students? Has his/her behavior been consistent with these?

5. What are the general content areas that have been covered so far?

6. What are the names of any chronically disruptive or off-task students in this teacher's classes? How has the teacher dealt with them? Has s/he been consistent in dealing with them? Has there been a critical incident which caused a radical change in behavior? Please describe the behavior of the student and the teacher response, if any, to the student.

Overall questions to observers:

1. What three or more suggestions would you make to a new teacher about how to start the school year?

2. What three or more things would you tell a new teacher to avoid doing during the first three weeks of the school year?

Instructions for the Final Component Ratings

Make a final assessment of the teachers/classrooms according to their over-all behavior. Make just one assessment per teacher, unless you feel that their ratings differ in the two classes you observed. In the latter case, make a separate rating for each class.

When rating, use the following scale points:

5 The component is highly characteristic of the teacher.

3 The component is moderately characteristic of the teacher.

1 The component is not at all characterisitic of the teacher.

Use 2 and 4 to represent in-between points.

EXCEPTIONS

A. For scales 5e and 9, use:
5 Considerable (disruptive/inappropriate) behavior
3 Moderate (disruptive/inappropriate) behavior
1 Little or no (disruptive/inappropriate) behavior
Use 2 and 4 to represent in-between ratings.

B. For scale 5f, use the same scales as in the regular ratings.

Sample Form: SUMMARY COMPONENT RATINGS

Teacher # ____ School # ____ Subject # ____ Period #'s ___, ___ Observer # ____

# of Observations ____

1. Lesson Design

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Attention spans considered

5 4 3 2 1 c. Assignments for different students

5 4 3 2 1 d. Occurrence of verbal class participation

2. Locating, Constructing, Using Materials

5 4 3 2 1 a. Uses a variety of materials

5 4 3 2 1 b. Materials ready

5 4 3 2 1 c. Materials effectively support instructions

5 4 3 2 1 d. Clear directions

3. Presenting Information

5 4 3 2 1 a. Distracting mannerisms

5 4 3 2 1 b. Eye contact

5 4 3 2 1 c. Presentation clear

5 4 3 2 1 d. Adapted to different levels

5 4 3 2 1 e. Provides/seeks rationale and analysis

4. Developing Attitudes

5 4 3 2 1 a. States desired attitudes

5 4 3 2 1 b. High degree of pupil success

5 4 3 2 1 c. Content related to pupil interest/background

5 4 3 2 1 d. Reasonable work standards

5. Managing Pupil Behavior

5 4 3 2 1 a. Amount of positive reinforcement

5 4 3 2 1 b. Signals appropriate behavior

5 4 3 2 1 c. Reinforces inattentive behavior

5. Managing Pupil Bhvr. (Cont.

5 4 3 2 1 d. Consistency in dealing with behavior

5 4 3 2 1 e. Amount of disruptive behavior

5 4 3 2 1 f. Source of disruptive behavior

6. Methods of Handling Disruptive Behavior

5 4 3 2 1 a. Stops quickly

5 4 3 2 1 b. Gives rules and procedur

5 4 3 2 1 c. Criticizes/justifies authority

5 4 3 2 1 d. Punishes

5 4 3 2 1 e. Ignores

5 4 3 2 1 f. Conference

7. Interacting Effectively

5 4 3 2 1 a. Listening skills

5 4 3 2 1 b. Expresses feelings

5 4 3 2 1 c. Receptive to student input

5 4 3 2 1 d. Oriented to student need

5 4 3 2 1 e. Nurturance of affective skills

8. Classroom Climates

5 4 3 2 1 a. Task-oriented focus

5 4 3 2 1 b. Teacher encourages group cohesiveness

5 4 3 2 1 9. Amount of inappropriate behavior

10. Teacher's reaction to inappropriate behavior

5 4 3 2 1 a. Inappropriate behavior is stopped quickly

5 4 3 2 1 b. Gives rules or procedure

5 4 3 2 1 c. Criticizes/justifies authority

5 4 3 2 1 d. Punishes

5 4 3 2 1 e. Ignores

5 4 3 2 1 f. Conference

5 4 3 2 1 g. Desist

SECTION V

DATA COLLECTION
AFTER THE FIRST THREE WEEKS

SECTION V

DATA COLLECTION AFTER THE FIRST THREE WEEKS

Classroom Observations After the First Three Weeks

After the first three weeks of school, observations stopped for one week. During this time, plans were made for the scheduling of observations for the rest of the school year. Five observers from the original group of 11 including the staff member in charge of training and managing the study, were chosen to continue observing for the rest of the year. Observers were chosen who possessed good narrative-writing skills and good teacher rapport. Of the original 53 teachers in the study, 51 continued to participate during the rest of the year. The other two teachers transferred out of the district. A new system of scheduling was developed as well as a system for contacting teachers about the scheduling. Using the school district calendar, the remainder of the school year was divided into eight three-week cycles. Short school weeks, due to holidays or teacher curriculum days, were used for makeup observations. Each of the five observers was assigned eight to 11 teachers to observe, and both class periods of each teacher were scheduled to be seen once every cycle, or approximately once every three weeks. Teachers were sent a list of scheduled observations for their school during the last week of the previous cycle. Basically, the teacher was seen during the same week of each cycle (i.e., first week of the cycle, etc.) although the day of the week would be different. A rotating schedule was set up to incorporate observers' scheduling demands, but an attempt was made to see all teachers on a variety of days of the week. Any changes in the scheduling were made through the office, and teachers were contacted when observers could not make it to their classes. For the most part, make-up observations were rescheduled as soon as possible. Teachers were requested to inform the office of any changes in school schedules so that observers could be notified and rescheduling done. After the Christmas holidays the schedule was changed somewhat due to increased work time of one observer. The observations from the last week of September to the end of school resulted in an additional 850 hours of observations, or approximately 17 observations per teacher.

The observations were resumed after the week-long break. The purpose of following each class through the year was to assess continuity or changes in organization, methods of instruction, teacher and pupil behavior, and short-term outcomes. No major changes were made in the forms or techniques used; therefore, each observation continued to consist of a narrative record, a set of student engagement ratings, a set of component ratings, and a time log. In addition, a system for checking observer reliability was established.

Reliability

During the three 3-week cycles prior to Christmas, each observer saw two teachers normally seen by another observer. A regular observation was done and all forms filled out. The component ratings and student engagement ratings were then checked against the summary component ratings and a sampling of student engagement ratings from the first three weeks. It was expected that student engagement ratings would not significantly vary from the first three weeks. Allowances were made for differences in activities in checking these ratings. On the component ratings, a check was made to see which dimensions had a variation of more than one point on the scale (on the scale of 1 to 5) from the summary ratings from the first three weeks, if the two previous observers agreed. dimensions were then checked against the written observation to see if they were consistent with what was written. These dimensions were also discussed with the observer and attempts made to be sure that all observers understood the ratings and were rating them consistently. Reliability and scheduling were discussed with observers at regular meetings, held once every three weeks and called more often if needed.

After Christmas a new system was instituted. During each cycle, each observer saw a teacher with the regularly scheduled observer. Arrangements were made with the teachers in advance so that the observers could sit beside each other and have the same vantage point for taking student engagement ratings. The observers would agree at what time to do the ratings but they would not consult with each other while doing them. In addition to the narrative and student engagement ratings, observers also did the component ratings and time logs. The student engagement ratings were then compared to see if there was observer agreement. The component ratings were checked against each other and differences of more than one number were discussed with the observers and checked against the narratives. Changes were not made on any of these forms. Discussions were held in the regularly scheduled observer meetings to maintain reliability.

Spot checks were also done on the narratives to be sure that observers were providing the desired detail and coverage of all major points.

Contacts with Teachers

Additional contacts were made with the teachers during the remainder of the school year. Teachers were informed of the reasons for and scheduling of reliability observations and other bits of information via notes attached to observation schedules. In addition, a letter regarding achievement testing and other end-of-school activities was mailed to the teachers in February. Observers directly contacted teachers to set up convenient times for the achievement testing and interviews. Copies of some of these materials follow.

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Teachers
concerning Reliability Observations)

January 10, 1979

Dear Teacher:

As you may have noticed, the observation schedules for the week of January 15 through 19 list two observers for some of your classes. This doubling up is to ensure accuracy in our statistical measurements.

We would like our observers to sit next to each other and out of your way, so that they may have the same viewpoint of your classroom. They will not converse or otherwise disturb your class.

Your cooperation in this matter would be appreciated. We hope that this arrangement will not inconvenience you, however, should this present any problems, please do not hesitate to call me at 471-1283.

Sincerely,

Barbara Clements
Correlates of Effective
Teaching Program

/bja

cc: Principal

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Participating Teachers concerning
End of School Activities)

February 14, 1979

Dear Teacher:

I am writing to update you on the progress of the Junior High Classroom Organization Study in which you are participating and to outline the schedule for the rest of the school year.

I am pleased to report that the project is going very well and that there have been very few problems to date. We are grateful to you for your continued cooperation in helping things run smoothly. We have been observing more than 50 teachers since the beginning of the year and have logged over 1,000 hours of observation thus far. By the end of this project we will have completed over 1,400 hours of observations. We believe that this information will make a significant contribution to our knowledge of classroom management practices and the factors that teachers must plan for when organizing their classes.

When I talked to you about participating in the study, I indicated that as part of the study, we would also ask you to complete a questionnaire and be interviewed in order to supplement our observations. We also will use one class period in each observed class during the first week of May for testing. In the remainder of this letter I will outline the schedule for the rest of the year.

1. We expect to complete our observations of your classes by April 27. After March 1, all make-up observations will be scheduled as soon as possible after the observations are missed. You will be contacted, as always, prior to their occurrence. Observations missed due to a student teacher being in charge will be scheduled either during the student teacher's spring break or in late April.

2. At some time in the near future, we will need to get from you a list of the students in the classes we observe and their student numbers. We need the student numbers to access their CAT scores. These scores will be kept confidential, as will all of the information we collect. Our access to the scores has been approved by the District. We will send you a form on which to record the names and numbers.

3. Around April 1 you will be sent the final observation schedule. At this time you will also receive more specific information on the testing and interview described below. In addition, you will be given a copy of a questionnaire which focuses upon aspects of instruction which we cannot observe, such as planning activities and reasons for using particular teaching activities. We will pick up this questionnaire from you on the date on which your classes are tested.

4. During the week of April 30 - May 4, we will be giving an achievement test and a brief student reaction survey to the classes in the study. We will schedule this at your convenience. It will require one class period for each class we observe. The test will be given by your regular classroom observer or another member of our staff. More specific information will be sent to you at a later time.

5. During the month of May, we would like to interview you about some questions that cannot be adequately covered in the questionnaire. At this time you will also be given feedback about this project and, hopefully, some preliminary findings. This interview will be scheduled at your convenience, either during your off period or after school.

You will be receiving an honorarium of $ 50.00 to compensate you for the time you will spend completing the questionnaire and interview. The paperwork involved at The University of Texas requires that we have 1) your Social Security Number and 2) your mailing address for the summer. We would also like to have your home phone number so that we can contact you to set up a time to give the test and also for the interview. We would appreciate it if you would check the information we have, make additions or corrections as needed, and return the enclosed card by February 28. Doing this will ensure that we have time to complete our paperwork and get your check to you more quickly.

Once again I would like to thank you for your cooperation in this project. If you have any questions or suggestions, please do not hesitate to contact me or my colleagues, Carolyn Evertson and Barbara Clements, at 471-4146 or 471-1283.

Sincerely,

Edmund T. Emmer

Edmund T. Emmer
Project Field Director

/bja

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Participating Teachers concerning
the Questionnaire, Student Rating of Teacher and Achievement Testing)

April, 1979

Dear Teachers in the Junior High Study:

I have attached the Junior High Classroom Organization Study Questionnaire and a form for filling in the names and student numbers for the two classes we observe. As mentioned before, this questionnaire focuses upon aspects of instruction and opinions about education which we cannot adequately observe. As is the case with all the information we gather, this will be kept confidential. You have been assigned a code number which has been entered on your copy of the questionnaire for this purpose. We need the student ID numbers to access last year's CAT scores. This will enable us to determine the entering abilities of most of your students. Again, student data will also be treated confidentially and according to AISD guidelines and procedures.

We would like you to complete this questionnaire without consultation with other teachers. There are no correct answers to any of the questions. The purpose of these questions is to determine whether these opinions and behaviors are related to various aspects of classroom organization and management. Hopefully, we will be able to get a summary of the questionnaire to you this summer so you can see how your opinions compare with other junior high school teachers. Please place the questionnaire and form with students' names and ID numbers in the self-addressed stamped manilla envelope and mail to us as soon as you are through with them.

We will be giving an achievement test to classes that we are observing starting April 30. The test will take all period and be given by your observer or a member of our staff. We would like you to be in the classroom to take roll at the beginning of the period and it would helpful if you could stay in the classroom while the students are taking the test. We hope you will prepare your classes ahead of time to take the test so that they will be motivated to do their best. Your observer will be contacting you to set up a time that will be convenient for you and avoid conflicts with other school activities which might cause some of your students to be absent. We will need at least 55 minutes for the testing, preferably straight through. If we are observing a split 4th period due to B lunch, we would like you to make arrangements for your class to eat at A lunch period on the day of the testing. We feel that A lunch would be preferable to C lunch because the students will have eaten and probably will be in a better frame of mind to take the test. If this is not possible, please let us know.

If you have not already been contacted, you will be contacted by your observer shortly to see if it is all right to give the student reaction survey during the last ten minutes of our final scheduled observation. If this is not possible, this survey will be given at the beginning of the scheduled testing period. We would prefer, however, to give the student survey early so as to leave the entire period for the achievement test. That way the students will not be rushed and will have a chance to do their best.

Your observer will set up a date to interview you in May. The interview will take about one hour.

We appreciate your continued help in the study. If you have any questions or comments, feel free to call my office at 471-1283 or 471-4146.

Sincerely,

Ed Emmer

Edmund T. Emmer
Project Field Co-ordinator

Other Data Collected

Student Rating of Teacher

During the last regularly scheduled observation of each class, observers administered a student rating form. The form was adapted from the Student Rating Scale of Instructors developed in 1973 by the Sequoia, California High School District (Stallings, Needels, & Stayrook, Note 3). The procedure took approximately 10 minutes of class time and the teacher was not present while the rating was given. Students were told that their answers would be kept confidential, that their teachers would receive only class percentages for each question after the end of the school year. The observer read aloud the 17 questions on the form and all of the five alternative answers. Students were instructed to choose the answer which best described how they felt about that class and that teacher. Questions on the form dealt with instructional and behavioral organization, as well as teacher style. Students, in general, were very cooperative and serious while doing this.

A copy of this form and instructions for administering it follow.

INSTRUCTIONS FOR ADMINISTERING THE STUDENT RATING FORM

1. Pass out the rating forms. Ask the students to fill in the information on the front sheet but DO NOT GO ON. Loan pencils to students who need them.

2. Tell the students that this is their chance to mark down how they feel about this class, this teacher, the subject, etc.

3. Explain that their answers will be confidential (secret). No names will be used after the sheets are coded. The information on the front sheet will enable us to assign a code number and then the front sheets will be thrown away.

4. The teacher will not see these forms, nor will s/he know how the students rated her/him. The teacher will know the results of the survey but only in percentages, such as how many said this and how many said that.

5. Tell the students to be honest, to rate how they feel, not how their neighbor or friends feel. Keep the answers covered. Emphasize: NO COMMENTS OUT LOUD!

6. Explain that you will read each item and the choices aloud; then the students will have time to pick the item which best expresses how they feel. Then on to the next item. Tell the students not to work ahead, to wait for the items to be read. Listen carefully - each item can only be read once.

7. After giving the instructions, tell them that you have time for a question if there is one about filling out the form. Keep it moving. Say you will answer questions on the study or survey after the papers have been collected.

8. Start out reading the questions slowly, then speed up if the students are keeping up well and seem to be able to move faster.

9. Collect the ratings, place them in the manilla envelope and seal it. Then you can answer a few questions about the study. Make these answers general - avoid telling what teachers in the school will be rated, etc.

Sample form: STUDENT RATING OF TEACHER

NAME ______________________ GRADE ______________________

TEACHER's
NAME ______________________ CLASS PERIOD ______________

NAME OF JUNIOR HIGH SCHOOL ______________________________

PLEASE WAIT FOR INSTRUCTIONS BEFORE TURNING THIS PAGE.

Student Rating Form

Place a check in the blank which best describes your opinion.

1. Does this teacher give clear directions and assignments?	____ Never clear	____ Rarely clear	____ Sometimes clear	____ Usually clear	____ Always clear
2. How important are the assignments that this teacher gives?	____ Meaningless busy work	____ Rarely important work	____ Sometimes important	____ Usually important	____ Always important
3. Does this teacher grade fairly?	____ Never fair	____ Rarely fair	____ Sometimes fair	____ Usually fair	____ Always fair
4. Does this teacher have good classroom control and handle discipline well?	____ Lacks control	____ Has little control	____ Has fair control	____ Usually has good control	____ Always has good control
5. Is this teacher well prepared and organized for class?	____ Never well prepared	____ Rarely well prepared	____ Sometimes well prepared	____ Usually well prepared	____ Always well prepared
6. Do you find it easy to talk to this teacher?	____ Impossible to talk to	____ Hard to talk to	____ Sometimes can talk to	____ Usually can talk to	____ Always can talk to
7. Does this teacher listen to what you say?	____ Never listens	____ Rarely listens	____ Sometimes listens	____ Usually listens	____ Always listens
8. In general, do you enjoy being in this class?	____ Never	____ Rarely	____ Sometimes	____ Usually	____ Always

9. In general, have you learned much in this class?	Nothing	Very little	An average amount	Quite a bit	A great deal
10. Does this teacher make a special effort to help you do well in this class?	No effort	Little effort	Some effort	Quite a bit of effort	A great deal of effort
11. Does this teacher present the material well?	Not at all clear	Rarely clear	Sometimes clear	Usually clear	Always clear
12. Does this teacher encourage students to ask questions and participate?	Never	Rarely	Sometimes	Usually	Always
13. Does this teacher encourage students to think for themselves?	Never	Rarely	Sometimes	Usually	Always
14. Are you looking forward to taking more courses in this subject?	Definitely no	Mostly no	Uncertain	Mostly yes	Definitely yes
15. Has this teacher helped you increase your interest in this subject?	Definitely no	Mostly no	Uncertain	Mostly yes	Definitely yes
16. What is your sex?	Male	Female			
17. What is your ethnic origin?	Mexican - American	Anglo	Black	Other	

Achievement Tests

The development of achievement tests to measure student learning was done in a manner to assure both content validity and adequate reliability. The construction of the mathematics achievement test was based upon curriculum materials used in seventh and eighth grade math classrooms in the school district. The district-wide adopted textbook series for junior high math was consulted and multiple-choice items were developed to reflect the areas of emphasis in these texts. Items on the preliminary test form were submitted to the Coordinator of Mathematics Instruction for the school district and feedback regarding the appropriateness of these items was incorporated into the test development activity. The mathematics achievement test was divided into two subtests each of 20 minutes duration. The first covered mathematics computation including whole numbers, fractions, decimals, and percents. The second subtest covered mathematics concepts, applications and reasoning with items drawn from the areas of geometry, number theory, probability and statistics, verbal problems, integers, and other areas covered in the curriculum. The final test contained 80 items, with a number of both easy and difficult items in order to avoid ceiling and basement effects.

The English achievement test was constructed in a similar fashion. A preliminary form of the test was submitted to the District Coordinator for Language Arts Instruction and comments regarding the adequacy of item sampling were incorporated into the final form of the test. District-wide adopted textbooks for English instruction in seventh- and eighth-grades were consulted during the development of test items. An attempt was made to provide adequate representation of all areas of junior high English curriculum with the exception of that portion of the curriculum dealing with the interpretation of poetry and other forms of literature. The English test assesses other areas of primary emphasis in the district-wide curriculum. These involve the various areas of grammar, usage, and mechanics, including parts of speech, punctuation, capitalization, etc. In addition, several questions related to library reference use were included, since this is generally covered in the junior high curriculum. The final test consisted of four parts to be administered during a total testing time of 40 minutes. Items were chosen to represent all levels of difficulty. Thus, for example, the spelling test included a number of items at the third-grade difficulty level on up through hard-to-spell words from the eighth-grade text.

Both the English and the mathematics achievement tests were pilot tested in classrooms which were not participating in the regular observation study. The pilot testing indicated that the tests had good internal consistency reliability, both in the total score and in the subscale scores. Some items were modified as a result of the pilot testings and the mathematics test was shortened somewhat when it proved to be too long. The pilot test indicated that the English achievement test could be lengthened somewhat, so about 25% more items were added to each subtest.

The achievement test was administered during the two weeks following the last cycle of observations (the first two weeks of May). The observers gave the test to the classes they observed. In most cases, the teacher remained in the classroom during the achievement testing. The students recorded their answers to the test items on a mark-sense scoring sheet. Students were provided a test booklet, an answer sheet, a Number 2 pencil, and a piece of scratch paper (math only) during testing.

No incidents were reported by observer-administrators that suggested that the conditions during testing would yield invalid information. High absence rates were reported in a few instances, so that follow-up testing was necessary. A test administrator visited six of the classrooms approximately one week after the original testing and tested those students present at that time who had been absent during the first test administration.

The achievement test data will be used as one of the product criteria, after adjustment for initial achievement levels as measured by the CAT results from the preceding year.

Copies of test administration instructions follow.

INSTRUCTIONS FOR ADMINISTERING THE MATH TEST

1. Pass out the tests and test answer sheets.
2. Make sure everyone has a #2 pencil
3. Ask the students to print their name and period on the top of the answer sheet (anywhere is OK). No other information needs to be filled in.
4. Read the following instructions.
    a. This test is part of a research study that your teacher and your school are participating in. Please do your best because we need to have accurate information about what you know in order to study teaching and learning in junior high school. We will also send your score to your teacher.
    b. The test covers material that is taught in junior high math. There are hard questions and easy questions in each part. No one is expected to know all of the answers nor are you expected to finish all parts of the test. Just do your best and try to answer as many questions as you can.
    c. The test has 2 parts. Each part will take about 20 minutes. If you finish a part before time is up, check over your work without talking. Do not work ahead.
    d. You are to mark your answers on the answer sheet. Please do not mark on the test. If you do not know the answer to a question, make your best guess and go to the next question. Mark each answer in the little box. Make the mark dark. If you change an answer, erase it well.
5. Read the instructions to the class at the beginning of each section. Explain that if they have questions during the test they can raise their hands and you or someone will come around.
6. When the time is up, collect the test, count them again (be sure the count checks with the number of kids in the class), and collect the borrowed pencils.

INSTRUCTIONS FOR ADMINISTERING THE ENGLISH TEST

1. Pass out the tests and test answer sheets.
2. Make sure everyone has a #2 pencil.
3. Ask the students to print their name and period on the top of the answer sheet (anywhere is OK). No other information needs to be filled in.
4. Read the following instructions.
    a. This test is part of a research study that your teacher and your school are participating in. Please do your best because we need to have accurate information about what you know in order to study teaching and learning in junior high school. We will also send your score to your teacher.
    b. The test covers material that is taught in junior high English in the areas of spelling, and correct use of English. There are hard questions and easy questions in each part. No one is expected to know all of the answers nor are you expected to finish all parts of the test. Just do your best and try to answer as many questions as you can.
    c. The test has 4 parts. Each part will take about 10 minutes. If you finish a part before time is up, check over your work without talking. Do not work ahead.
    d. You are to mark your answers on the answer sheet. Please do not mark on the test. If you do not know the answer to a question, make your best guess and go to the next question. Mark each answer in the little box. Make the mark dark. If you change an answer, erase it well.
    e. Turn your test booklet to the first page. Part I covers spelling.
5. Read the instructions to the class at the beginning of each section. Explain that if they have questions during the test they can raise their hands and you or someone will come around.
6. When the time is up, collect the test, count them again (be sure the count checks with the number of kids in the class), and collect the borrowed pencils.

Other Data Collected from Observers at the End of School

During the period from the fifth week of school to the end of school, each teacher was seen approximately 17 times. All but four teachers were seen at least once for a reliability observation.

Summary Component Rating

On this form the observers made a final assessment of the teachers/classrooms according to their overall impressions just as was done after the first three weeks of school. Again, the rating was based on a scale of 1-5 (1 = not at all characteristic of the teacher and 5 = highly characteristic of the teacher). These ratings will be compared to the Summary Component Ratings from the first three weeks, as well as to the ratings from throughout the year.

Observer Ratings of Teacher

In order to gather further information on the teachers not available through the Component Ratings, narratives, etc., the Observer Ratings of Teacher was created. This is a compilation of questions, many of which were selected from previous studies conducted by COET. The questions deal with classroom arrangement and atmosphere, management techniques, teacher-student interactions, instructional techniques, and use of time. These serve to give a general picture of the teacher. The form consisted of 303 questions and each observer filled out one on each of the regularly observed teachers. As a rough check on observer agreement, some observers from the first three weeks completed the ORT on teachers they had seen frequently enough to form a lasting impression.

A copy of the questions and answer sheet follow.

Teacher # ______ Observer # ______

School # ______ Period ______ Number of Observations ______

Subject # ______ Period ______ Number of Observations ______

Sample Form:

OBSERVER RATING OF TEACHER

1. Simply comparing the number of students, the amount of furniture, and the dimensions of the individual room, how crowded was this room?

   1 = Spacious room, no area seemed cramped
   2 = Adequate space for desks and some additional activity areas
   3 = Average space
   4 = Sufficient desks, but no room for anything other than essential furniture
   5 = Very crowded, inadequate space for number of students

2. What was the general comfort level of the room throughout the year?

   1 = Poor. Air conditioning or heat frequently inoperable, situation in high noise area. Combination of circumstances made it uncomfortable.
   2 = Slightly better. Only one environmental variable (i.e., room temperature) was distracting.
   3 = Average. No drastic extremes on either end.
   4 = Good. Not even a consideration because things seemed fairly smooth.
   5 = Excellent. Controls were very adaptable; near perfect conditions.

3. How well did teacher utilize the space of the classroom (efficient use of available space, easy access to materials, etc.)?

   1 = Poorly; heavy concentrations in particular areas
   2 = Fairly
   3 = Good
   4 = Better
   5 = Excellent; all parts of room used well

4. How adequate was space provided for teacher's materials and belongings

   1 = Not at all
   5 = Very

5. To what extent was students' work visible in classroom?

   1 = None
   5 = Great extent

6. How orderly was this classroom (desks in line or grouped, bulletin boards neat, "crisp" appearance)?

1 = Not at all
5 = Very

7. How clean was this classroom?

1 = Not at all
5 = Very

8. How attractive was this classroom?

1 = Not at all
5 = Very

9. How related (purposeful) to students' tasks and interests were bulletin boards?

1 = Not at all
5 = Very

10. How often did bulletin boards change?

1 = Rarely
5 = Frequently

11. Were the rules displayed during the first three weeks of school?

1 = No
2 = Yes

12. Were the rules displayed any time after the first three weeks?

1 = No
3 = Until Christmas
5 = Until the end of school

13. How often were the rules referred to after the first three weeks?

1 = Never
3 = Sometimes
5 = Frequently

14.-39. How often were the following rules and procedures disobeyed in the teacher's two observed classes? (1 = Never, 5 = Frequently)
Do for both classes and use the FIRST column (14, 16, 18, etc.) for the earlier class (observed first during the day) and the SECOND column (15, 17, 19, etc) to rate the later class.

14.-15. come to class prepared, bring supplies, textbooks, homework, and materials

16.-17. be on time, be in seat when bell rings, no tardiness

18.-19. sit in assigned seat

20.-21. don't leave seat without permission

22.-23. don't talk while teacher or another student is speaking or during lecture, and instructions; talk one at a time, don't interrupt; raise hand before speaking

24.-25. no disruption, excessive noise, loud talking, or bothering others

26.-27. no fighting, horseplay, throwing paper

28.-29. no gum, food, tobacco, drugs, or alcohol

30.-31. mutual respect and courtesy, respect the rights and property of others

32.-33. keep room clean, don't move desks, don't write on desk, walls, books, materials. Leave the furniture and windows alone.

34.-35. no combs, rakes, brushes, hats, cosmetics, or mirrors; no toys or personal belongings; no knives, guns, or other weapons.

36.-37. misbehavior with a substitute will be punished accordingly.

38.-39. other. Please specify:

40.-65. Which rules and procedures did the teacher routinely enforce in his/her classes? (1 = Never, 5 = Frequently)
Do for both classes and use the FIRST column (40, 42, 44, etc.) for the earlier class (observed first during the day) and the SECOND column (41, 43, 45, etc.) to rate the later class.

40.-41. come to class prepared, bring supplies, textbooks, homework, and materials

42.-43. be on time, be in seat when bell rings, no tardiness

44.-45. sit in assigned seat

46.-47. don't leave seat without permission

48.-49. don't talk while teacher or another student is speaking or during lecture, and instructions; talk one at a time, don't interrupt; raise hand before speaking

50.-51. no disruption, excessive noise, loud talking, or bothering others

52.-53. no fighting, horseplay, throwing paper

54.-55. no gum, food, tobacco, drugs, or alcohol

56.-57. mutual respect and courtesy, respect the rights and property of others

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60.-61. no combs, rakes, brushes, hats, cosmetics, or mirrors; no toys or personal belongings; no knives, guns, or other weapons.

62.-63. misbehavior with a substitute will be punished accordingly.

64.-65. other. Please specify:

66. How many students were usually involved in helping the teacher with procedural duties (passing out books and papers, watering plants, erasing boards, etc.)?

1 = None
2 = One
3 = Two
4 = Three
5 = Four or more

67.-71. How did the teacher make use of students in performing some of her functions? (1 = Never, 3=Sometimes, 5 = Everyday)

67. Taking roll
68. Reading spelling words to class
69. Grading papers or tests
70. Passing out papers
71. Other. Please specify:

72. How often was a schedule of daily assignments (e.g., by groups) posted?

1 = Never
5 = Frequently

73. What is the frequency with which the teacher moves more than one or two students in the class?

1 = Never
3 = Sometimes
5 = Frequently

74.-76. Rate the degree to which the following served as the purpose of seating rearrangements. (1 = Never, 5 = Frequently)

74. Behavioral reasons
75. Instructional reasons
76. Motivational reasons

75.-85. What was the bathroom procedure during class? (Check all that apply.)

77. With teacher's permission at any time during the class
78. With teacher's permission only in emergencies
79. With teacher's permission only at certain times
80. One at a time at certain times
81. One at a time at any time
82. Anyone at certain times
83. Anyone at any time
84. Special or select students at any time
85. Special or select students at certain times

86. How well were routines established so that the room ran with a minimum of interruptions; room seemed to run automatically?

1 = Not well at all
5 = Extremely well

87. What was the degree of orderliness by students in coming into the room before the bell?

1 = Low, they were terribly noisy.
5 = High, they were usually very quiet.

88. What was the degree of orderliness by students in leaving the room after the bell at the end of class?

1 = Low, they were rowdy, pushing, shoving, shouting, or running
5 = High, they walked out, talking quietly.

89. How self-directed were students in entering the room, getting their things put away, and getting ready for class?

1 = Not very
5 = Very

90.-94. Was there a procedure for what the students were supposed to do after entering the classroom (i.e., pick up notebooks, warm-up sheets, turn in papers, etc.)?

90. No, there was no procedure.
91. Yes, there was a procedure but it changed all the time.
92. There was a procedure, but it was used half of the time.
93. There was a procedure; it was used most of the time.
94. There was a procedure; it was used all of the time.

95. Did the teacher have an established signal for students to begin their work?

1 = No
2 = Yes

96. Did the teacher have an established signal for getting students' attention?

1 = No
2 = Yes

97.-104. What signals were used to get students' attention? (Rate each one.)

1 = Never used
3 = Sometimes used
5 = Often used

97. Bell

98. Lights, flicking

99. Going to a certain spot in the room

100. Verbal ("Let me have your attention.")

101. Physical (holding fingers to lips)

102. Snapping fingers

103. Clapping hands

104. Other. Please specify:

105. How successful was the teacher in getting students' attention with these signals?

1 = Not very
5 = Very

106. How often did you see peer tutoring situations in a typical observation (any time when students were allowed to help each other)?

1 = Never
5 = Frequently

107. What was the usual length of time between the time the bell rang or announcements ended and when the teacher first began a content-related activity?

5 = Ten minutes or more
4 = Between five and ten minutes
3 = Between three and five minutes
2 = Between one and three minutes
1 = Less than one minute

108. How often would teacher point out the time to students?

1 = Never
5 = Frequently

109. How often would teacher use the clock to obviously pace students' lessons?

1 = Never
5 = Frequently

110. How often would teacher use a timer to pace students' lessons?

1 = Never
5 = Frequently

111. At what point in time in a typical class period did the class as a whole begin to lose its attention or concentration?

1 = Never got it together
2 = Shortly after the beginning of class
3 = Halfway through the class
4 = During the last three-fourths of the class
5 = Never lost effectiveness (could include teachers that let the students have the last minute or so (only) for chatting or getting ready to go)

112. During a typical observation, how often did the teacher spend time at her desk (actually sitting down and doing something there)?

1 = Never
2 = Maybe once
3 = Twice
4 = Three times or for an extended period of time
5 = Every chance she got

113. How often did the teacher deliberately teach study skills (following instructions, correct heading, etc.)

1 = Never
5 = Frequently

114. How often did teacher present instructions in more than one way (speaking as well as placing on board)?

1 = Never
5 = Frequently

115. In giving instructions, how often did teacher question to determine the extent of students' understanding?

1 = Never
5 = Always

116. Did the teacher usually give adequate, easily understood instructions?

1 = Never
5 = Always

117. Did the teacher give overly explicit, repetitive, poorly paced instructions?

1 = Never
5 = Always

118. Did the teacher display patience in elaborating instructions?

1 = Never
5 = Always

119. How often did teacher wait until she had students' attention before speaking or stop talking until she had it again; she didn't try to talk over them?

1 = Never
5 = Always

120. Did teacher consistently plan enough work for students during a typical observation?

1 = Never
5 = Always

121. How many students finished their work before the end of the period during a typical observation?

1 = 0-20%
2 = 21-40%
3 = 41-60%
4 = 61-80%
5 = 81-100%

122. Were typical assignments too short or easy?

1 = Never
5 = Always

123. Were typical assignments repetitive, that is, had very large amounts of material covering a small objective?

1 = Never
5 = Always

124. Were assignments too hard; students couldn't get started, or continually needed help?

1 = Never
5 = Always

125. How often would the teacher allow an activity to continue too long, until pupils got off-task?

1 = Never
5 = Always

126. Did teacher make assignments that were too difficult for many of the students?

1 = Never
5 = Always

127. How often did the teacher fill time with off-the-cuff activities?

1 = Never
5 = Frequently

128. How sensitive was the teacher to students' attention span in pacing lessons?

1 = Not at all
5 = Very

129. How often in your observations did students have a choice in choosing their assignments?

1 = Never
5 = Frequently

130. How much emphasis did teacher place on written and oral form?

5 = Heavy stress, perhaps even over content. Teacher demanded that things be said and done in a very specific way; she will not accept correct responses if the form is not correct.

1 = Little or no concern about form of responses or assignments. Teacher exhibited most concern over content of responses.

131. How extensive were the directions teacher gave for seatwork and/or homework?

1 = Very few directions
3 = Average amount of directions
5 = Overly explicit; repetitive directions

132. How well did teacher accept students' ideas and/or integrate them into class discussion?

1 = Teacher rejected all or almost all student input, resented it.
5 = Teacher was receptive during discussions and encouraged it.

133. How often did teacher assign for homework assignments not finished by a majority of pupils during the period?

1 = Never
3 = Sometimes
5 = Always

134. How often did teacher assign homework as a punishment for classroom misbehavior?

1 = Never
5 = All the time

135.-146. What did you see the students do when assigned work was completed that was sanctioned or acceptable?

1 = Never saw
3 = Sometimes used
5 = Always available

135. Books, other than text
136. Games and puzzles, instructional
137. Games and puzzles, noninstructional
138. Listening center, records
139. Filmstrips
140. Quiet talk
141. Extra credit
142. Peer tutoring
143. Help teacher, grade papers, etc.
144. Magazines
145. Computer, adding maching
146. Other. Please specify:

147.-151. What restrictions were placed on the use of free-time materials? (Rate each one.)

1 = Rarely

3 = Sometimes
5 = Usually

147. Students were to have finished required amount of work.

148. Students were to have achieved certain grade, or meet predesignated standard.

149. Students were to have been good, quiet during period of time.

150. None

151. Other. Please specify:

152. How many students used free-time materials during an average observation?

1 = None
3 = Half the students
5 = All or almost all

153.-159. How often did you see students receive the following types of feedback from the teacher? (1 = Never, 5 = Frequently)

153. Notes on papers

154. Messages in small groups

155. Grades on papers

156. Papers on bulletin board

157. Verbal citing in front of class

158. Individual conferences with teacher

159. Other. Please specify:

160.-171. How often did you see these rewards used or referred to in the process of the class (e.g., contingencies talked about, etc.)? (1 = Never, 5 = Frequently)

160. Out-of-class privileges--library, field trips, assemblies, etc.
161. In-class privileges--games, activities, help teacher, free time, etc.
162. Verbal praise
163. Papers posted, work used as display or example--Public recognition
164. Waiver or reduction of assignments
165. Written comments on papers
166. Tokens or points redeemable for other rewards
167. Concrete (Candy, money, prizes)
168. Grades, bonus points
169. Extra personal contact and attention
170. Notes or calls to parents
171. Other. Please specify:

172. Did this teacher group academically?

1 = No
2 = Yes

173. How many groups did she have?

Specify number: 1 2 3 4 5 6 7

174. What is the nature of the grouping?

1 = All total class activities
2 = Most pupils in large group; one or two by themselves
3 = Most pupils in large group; several in small group on occasion
4 = Most pupils in large group; several in small group for all activities
5 = Pupils in several groups for one activity (e.g., spelling)

175.-179. What was the structure of the groups? (Check all that apply.)

175. Students stay in assigned seats (random in class) and work on group assignments.

176. Students are assigned seats according to groups.

177. Students move desks to meet in groups.

178. Group meets at table or special location with teacher while rest of class remains in seats.

179. Other. Please specify:

180. How often did you observe activities in which pupil feelings were a topic of discussion or the focus of some activity (that is, instructional instead of a brief crisis situation)?

1 = Never
5 = Frequently

181. How would you rate the teacher's nurturance of the students' affective skills?

1 = Teacher is completely unconcerned with the development of the students' interpersonal "coping" skills; refuses to discuss values, morals, ethics, etc.

5 = Teacher is very concerned that the students not only learn to read, write, and do math, but also that they can successfully interact with people on a personal basis, etc. Obviously uses school as a mechanism of socialization.

182. How much of the class time was spent with teacher lecturing, that is, teacher presentation to class with almost no teacher questions and little interaction with students

1 = 0-10% of the time (none or almost none)
2 = 10-30% of the time (a small portion)
3 = 30-70% of the time (an average amount)
4 = 70-90% of the time (a lot, a good bit of the time)
5 = 90-100% of the time (always or almost always)

183. How much of the class time was taken up with seatwork?

1 = 0-10% of the time (none or almost none)
2 = 10-30% of the time (an small portion)
3 = 30-70% of the time (an average amount)
4 = 70-90% of the time (a lot, a good bit of the time)
5 = 90-100% of the time (always or almost always)

184. How much of the class time was spent in class discussions, that is a topical focus and a high degree of pupil participation--pupils respond to other pupils? The teacher may guide or lead the discussion but mainly to refocus the discussion or bring in other points of view.

1 = 0-10% of the time (none or almost none)
2 = 10-30% of the time (a small portion)
3 = 30-70% of the time (an average amount)
4 = 70-90% of the time (a lot, a good bit of the time)
5 = 90-100% of the time (always or almost always)

185. How much of the time did the teacher use contract work?

1 = 0-10% of the time (none or almost none)
2 = 10-30% of the time (a small portion)
3 = 30-70% of the time (an average amount)
4 = 70-90% of the time (a lot, a good bit of the time)
5 = 90-100% of the time (always or almost always)

186. How much of the time was spent in recitations, that is, teacher questions, pupils respond, teacher comments--or some teacher presentation with questions mixed in?

1 = 0-10% of the time (none or almost none)
2 = 10-30% of the time (a small portion)
3 = 30-70% of the time (an average amount)
4 = 70-90% of the time (a lot, a good bit of the time)
5 = 90-100% of the time (always or almost always)

187. How would you rate the teacher's command of the subject matter?

1 = Teacher seems to know very little about this topic, relies heavily on teacher manuals and has problems answering questions from students, etc.

3 = Teacher has a moderate amount of knowledge in the area, but has some obvious weak spots.

5 = Students never ask questions that cause the teacher to falter; teacher obviously has strong command of the subject matter.

188. How difficult to answer are the teacher's oral questions?

1 = Questions are phrased in a simple form so that students almost always respond with the right answer.

3 = Questions are at a moderate difficulty level (such that students respond with a success rate of perhaps 75% to 85%).

5 = Teacher asks very difficult questions; students have low success rates, teacher seems to be working on the assumption that students only "learn from their mistakes."

189. How often does the teacher get lost, confused, flustered, etc.?

1 = Never
3 = A moderate amount, i.e., several times per observation
5 = A lot

190. During how many observations did the teacher use the blackboard or overhead projector for presentations or recitations?

1 = Never
3 = Half of the time
5 = Always

191. How often did the teacher use audio-visual aids?

1 = Never
3 = Half of the time
5 = Always

192. What was the extent to which teachers accepted "come-ups" (students approaching her) while she was working with a student or group?

1 = Never

5 = Frequently

193. How often were "come-ups" observed while teacher was engaged with another student or lesson, e.g., while teacher was circulating?

1 = Never

5 = Frequently

194. How often did students approach teacher, leaving their desks, when they needed help from her?

1 = Never
5 = Frequently

195. How often did students raise their hands when they needed help from the teacher?

1 = Never
5 = Frequently

196. How often did students call out without raising their hands when they needed teacher's help?

1 = Never
5 = Frequently

197.-200. Where was the location for individual help between student and teacher? (1 = Never, 5 = Frequently)

197. Teacher's desk

198. Student's desk

199. Work table

200. Other. Please specify:

201. How typical was ~~being~~ bending down to student's level during talk?

1 = Never typical
5 = Very typical

202. When students had trouble with their work, how many students were observed to copy from neighbors?

1 = None
5 = All

203. When students had trouble with their work, how many students were observed to seek help from teacher, either waiting at desk or coming up to her?

1 = None
5 = All

204. When students had trouble with their work, how many students were observed to seek help from peers or neighbors (not just copying)?

1 = None
5 = All

205. When students had trouble, how many just sat and did nothing (Do not count sitting, waiting for teacher to get to them)?

1 = None
5 = All

206. How were students with behavioral disturbances handled?

1 = Very poorly; the situation got worse
5 = Well; stopped the behavior quickly

207. How much student obedience to the teacher was displayed?

1 = Students commonly defied teacher and were disobedient.
3 = Students were neither always compliant nor always disobedient; some were disobedient some of the time, but others were not.
5 = Students were almost always compliant and obedient.

208. How much did teacher socialize with students?

1 = None or almost none
3 = Some small amount but usually before or after class
5 = Teacher socialized with kids quite a bit, may even take place during class; teacher seemed very concerned with socializing with students.

209. What was teacher's degree of displayed patience in correcting errors?

1 = Teacher was impatient; embarrassed students.
5 = Teacher was patient and supportive in dealing with the student after he has made an error.

210. To what extent were students expected to care for their own needs (academic, instructional, as well as personal) without getting permission?

1 = To no extent
5 = They were completely on their own; under no circumstances short of death were they to ask the teacher what they could figure out for themselves.

211. How democratic was the teacher's leadership style?

1 = Teacher made all decisions and announced them to class as final.
5 = Teacher frequently consulted class and allowed them to share in the decision making and planning.

212. To what extent did the teacher encourage a competitive atmosphere?

1 = Not at all
5 = A lot

213. How much emphasis did the teacher seem to place on grades? (Either recognizing good grades, posting good work, especially if no place for other work.)

1 = None
5 = A lot

214. How much encouragement was given to students in academic matters?

1 = Teacher gave very little or no encouragement to students; they were expected to assimilate the material on their own; also they were all expected to be self-motivated.

5 = Teacher gave much encouragement to students, she pushed students perhaps to their limits; constantly was encouraging them in their academic pursuits.

215. What was the average tone of voice used in correction?

1 = Low
3 = Moderate
5 = Loud

216. How frequently was teacher loud in correcting students?

1 = Never
5 = Frequently

217. How frequently was teacher's voice soft when correcting students?

1 = Never
5 = Frequently

218. What was the negative affect rating for the classroom during a typical observation? (Coldness, negativity, criticism, hostility from anyone.)

5 = Several moderate or 1 or 2 severe negative instances
4 = Several mild or 1 or 2 moderately negative instances
3 = 2 or 3 mildly negative instances
2 = One mildly negative instance
1 = Completely neutral

219. What was the positive affect rating for the classroom during a typical observation? (Positively supporting or reinforcing teacher attitudes or behavior.)

1 = Completely neutral
2 = Some positive affect, but perfunctory
3 = Occasional, but low key, positive affect
4 = One to two obviously sincere reinforcements
5 = Three or more genuinely supporting instances

220. What kind of teacher clarity was observed (observer's ability to understand what teacher is saying or doing)?

1 = Very low
5 = Very high

221. How enthusiastic was this teacher?

1 = Very unenthusiastic, didn't appear to like teaching at all
5 = Very enthusiastic; obviously enjoyed job; conveyed it to students

222. What kind of showmanship (showwomanship) did this teacher display?

1 = Teacher was even-spoken, non-dramatic (although she may have been enthusiastic in non-dramatic ways).
5 = Teacher was dramatic, expressive

223. Did teacher make productive use of her own mistakes?

1 = No, she tried to deny or cover up mistakes.
3 = Did notice them, or corrected them quickly without calling any attention to them
5 = Called attention to mistakes, laughed at self or used the occasion for teaching or motivating students

224. What was the overall confidence level of the teacher?

1 = Uncertain and lacking any overt confidence in what she was doing
5 = Very confident and assured in her position as a teacher

225. How at ease was teacher in working with other adults present in the room?

1 = Not at all
5 = Very

226. How frequently was there another adult in the classroom (excluding the observer)?

1 = Not at all
5 = Very

227. With another adult in the room, how comfortable did teacher appear in delegating authority to that adult?

1 = Not at all
5 = Very

228. How much of an awareness of the coder was evident in the teacher?

1 = Not much at all
5 = A lot

229. How much of an awareness of the coder was evident in the students?

1 = Not much at all
5 = A lot

230. How much rapport did the teacher have with his/her classes?

1 = None
2 = Very little—only a few students
3 = Average—about half the students
4 = Good—all but a few students
5 = Excellent—with all students

231. Did students seem eager to respond to teacher with no observed fear?

1 = Students seemed resistent or fearful; didn't raise their hands unless they were sure.
5 = Students blurted out answers, waved their arms, seemed very eager to respond to teacher's questions.

232. How would you rate this teacher's credibility?

1 = Students see the teacher as humorous or pathetic; they don't believe the things that the teacher tells them.
5 = Students do seem to believe this teacher and notably attend to what the teacher is saying.

233. How would you rate the students' respect for this teacher?

1 = Students have very little or no respect for this teacher; students think the teacher is ridiculous or only worth making fun of, not worth respecting

3 = Students do evidence some respect for this teacher but no more than average amount; that is, they don't think the teacher is silly or ridiculous, but they don't show an overly large amount of respect either.

5 = Students respect this teacher a lot, i.e., they defer to the teacher, they look up to him or her as a model and guide, ask for teacher's advice, etc.

234. How supportive would you say this entire class (both teacher and students) is of each other?

1 = Not supportive at all; every kid for himself
5 = Very supportive

235. How true is this statement, "This teacher likes kids."

1 = Not very
5 = Very

236. How true is this statement, "The kids in this classroom really liked their teacher."

1 = Not very
5 = Very

237. How were classroom interruptions that were beyond the teacher's control handled?

1 = Not well at all; very much interrupted the flow of things
5 = Very well; teacher kept things going

238. How apparent were problems with the machines of the room (computer, record player, overhead projector)?

1 = Not apparent
5 = Very apparent

239. How apparent were problems with consumable supplies (paper, pencils, notebooks, etc.)?

1 = Not apparent
5 = Very apparent

240. How apparent were problems with insufficient non-consumable books, etc.?

1 = Not very
5 = Very apparent

241. What was the efficiency of transitions betweem activities or formats?

1 = Usually had overly long transitions
5 = Mostly smooth, efficient transitions

242. How long did the typical transition last?

1 = 30 seconds or less
2 = 30 seconds to 1 minute
3 = 1 - 2 minutes
4 = 2 - 3 minutes
5 = More than 3 minutes

243. How closely did the teacher monitor the class during the typical transition?

1 = Not at all
5 = Very closely

244. During a typical transition from one activity to another, what was the usual noise level?

1 = Low
5 = High

245. How often did the teacher leave the room during your observations?

1 = Never
3 = During half
5 = During all

246. To what extent did students act up when teacher left the room?

5 = A bunch; a regular circus
1 = Not at all; very self-disciplined

247. How much of the class was usually part of the "action" when teacher left the room?

5 = All
4 = Three-quarters
3 = Half
2 = One-quarter
1 = A few

248. What was the teacher's usual response to call outs during a whole-class discussion?

5 = Always respond
3 = Sometimes respond
1 = Never respond

249.-251. What was the teacher's usual response to come-ups during a whole-class discussion?

1 = Never responds
3 = Sometimes responds
5 = Always responds

249. Teacher ignores student.
250. Teacher tells student to sit down.
251. Teacher answers student's question.

252.-254 What would most students do if left in dead-time for five minutes with teacher still in the room? (1 = Never, 5 = Frequently)

252. Act-out and misbehave; walk around, talk loudly

253. Talk quietly with neighbor

254. Find something to do at their desks

255. How much self-control in remaining on-task did most students exhibit during a typical observation?

1 = Not much at all
5 = A lot

256. What was the teacher's expectation regarding talk among students in class?

1 = Students must maintain rigid silence.
2 = Students are allowed to talk only in getting help with seatwork.
3 = Talking allowed only when work is finished or with special permission.
4 = Students can converse quietly without special permission.
5 = Students are allowed to talk as much as they please unless it becomes very disruptive.

257. What was the noise level of the classroom in general on a day-to-day basis?

5 = High, a lot of talking, moving around
1 = Low, very little if any

258.-261 Select the most generally true statement:

258. There was a lot of talking and moving around throughout the period.

259. There was more talking at the beginning of the period than at the end.

260. There was more talking at the end of the period than at the beginning.

261. There was little talking at any time.

262. What was the level of student talk during individual seatwork?

1 = Low
5 = High

263. How much social chitchat went on between students when they were supposed to be working?

5 = Could almost always see at least 3 pairs talking
3 = Could occasionally see 1 pair talking
1 = Rarely saw pairs talking

264. How often did wandering occur that was obviously not task related?

5 = A lot
1 = Not much at all

265. In the observer's opinion, how often did the teacher let the class get out of hand, or to a point where half or more pupils were off-task?

1 = Never
5 = Frequently—several times per period

266. How accurate was teacher in targeting (identifying the right one) students for disruptive behavior?

1 = Never very; often missed and called down wrong student
3 = Her average was good; she could spot general areas, but avoided calling students until she was absolutely sure.
5 = Very accurate; always knew; sixth sense . . .

267. To what degree was the teacher able to catch pupils in inappropriate behavior early--"nip it in the bud"?

1 = Never
5 = Always

268. How often did teacher use ignoring as a response to unsanctioned behavior?

1 = Never
5 = Frequently

269. How often did teacher use citing the rule as a response to unsanctioned behavior?

1 = Never
5 = Frequently

270. How often did teacher call out student's name as a response to unsanctioned behavior?

1 = Never
5 = Frequently

271. How often did teacher non-verbally (eyeball, finger-snap) respond to misbehavior?

1 = Never
5 = Frequently

272. How often did teacher express feelings about misbehavior?

1 = Never
5 = Frequently

273. How often did teacher question student to gather information about misbehavior?

1 = Never
5 = Frequently

274. How often did teacher isolate or separate student for unsanctioned behavior?

1 = Never
5 = Frequently

275. How often did teacher threaten, criticize a student about or order a student to stop unsanctioned behavior?

1 = Never
5 = Frequently

276. How often did teacher punish in some way in the classroom (writing sentences, or fines, etc.) students for misbehavior?

1 = Never
5 = Frequently

277. How often did teacher severely punish (keep after school, give detentions, send to principal or counselor or contact parents) students for unsanctioned behavior?

1 = Never
5 = Frequently

278. How often did teacher use staying after school or detentions as a punishment?

1 = Never
5 = Frequently

279. How often did teacher use extra assignments or fines as a punishment?

1 = Never
5 = Frequently

280. How often did teacher use scolding or criticizing as a punishment?

1 = Never
5 = Frequently

281. How often did teacher send a note or call parents as a punishment?

1 = Never
5 = Frequently

282. How often did teacher send student to office (principal or counselor) as a punishment?

1 = Never
5 = Frequently

283. How often did teacher use a discussion in private (no scolding) as a punishment?

1 = Never
5 = Frequently

284. How often did teacher use the removal or gaining of points as a punishment?

1 = Never
5 = Frequently

285. How often did the teacher use the loss of a privilege for the whole class as a punishment?

1 = Never
5 = Frequently

286. How often did the teacher use individual loss of privilege as a punishment?

1 = Never
5 = Frequently

287.-291. What did the teacher commonly do with children classified as having a learning problem of some kind? (1 = Never, 5 = Frequently)

287. She gave extra help to student

288. She sent the student to a resource room; did nothing else

289. She gave special materials to the student

290. Formulated some kind of plan to put in use

291. Other. Please specify:

292. How many resource students were present in the classroom? (either formally identified or those who haven't been, but probably could be—that is, EMR, L/LD,ED or obviously physically handicapped (e.g., hard of hearing).)

1 = 1
2 = 2
3 = 3
4 = 4
5 = 5 or more

293.-298. What categories could these students be placed in? (Check all that apply.)

293. Gifted

294. LD or slow learner

295. Behaviorally disordered

296. Physically handicapped

297. Hard-of-hearing

298. Visually handicapped

299.-301. How do you know this information?

299. From the teacher

300. Can observe it

301. Other source, specify:

302. How accepting did this teacher appear of these students?

1 = Not at all
5 = Very

303. How effectively integrated was/were these students?

1 = Not at all
5 = Very

Teacher # _____ Observer # _____

School # _____ Period _____ Number of Observations _____

Subject # _____ Period _____ Number of Observations _____

Sample Form:

ORT Response Sheet

Circle the appropriate number; ND (no data) indicates that the behavior was never observed or the question is inappropriate. Try to avoid using the ND. On checklists (i.e., #74) and where applicable, 1 = no, not present; 2 = yes. Please mark each question. ** indicates the beginning of the next page.

Please note: if the question should be answered differently for the teacher's two observe classes, please rate the earlier of the two classes on the original form and attach an add tional form to rate the later class.

1. ND 1 2 3 4 5
2. ND 1 2 3 4 5
3. ND 1 2 3 4 5
4. ND 1 2 3 4 5
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36. ND 1 2 3 4 5
37. ND 1 2 3 4 5
38. ND 1 2 3 4 5 Specify:

39. ND 1 2 3 4 5 Specify:

40. ND 1 2 3 4 5
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71. ND 1 2 3 4 5 Specify:

72. ND 1 2 3 4 5
73. ND 1 2 3 4 5
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77. 1 2
78. 1 2
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83. 1 2
84. 1 2
85. 1 2

86. ND 1 2 3 4 5
87. ND 1 2 3 4 5
88. ND 1 2 3 4 5
89. ND 1 2 3 4 5
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97. ND 1 2 3 4 5
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103. ND 1 2 3 4 5
104. ND 1 2 3 4 5 Specify:

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151. ND 1 2 3 4 5 Specify:

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159. ND 1 2 3 4 5 Specify:

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171. ND 1 2 3 4 5 Specify:

172. 1 2

173. 1 2 3 4 5 6 7

174. ND 1 2 3 4 5

175. ND 1 2

176. ND 1 2

177. ND 1 2

178. ND 1 2

179. ND 1 2 Specify:

180. ND 1 2 3 4 5

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Observer # _____, Teacher # _____

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291. ND 1 2 3 4 5 Specify:
292. ND 1 2 3 4 5
293. 1 2
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299. 1 2
300. 1 2
301. 1 2 Specify:

302. ND 1 2 3 4 5
303. ND 1 2 3 4 5

Teacher Competency Checklist

The Evaluation of Teaching Program (EOT) was also involved in a project with the Austin Independent School District to systematically evaluate the new district-wide evaluation system put into effect this year. A form and a series of behavioral descriptors were developed to evaluate new teachers and other teachers up for evaluation on a three-year basis. As a part of the Collaborative School-Based Project, our observers were asked to fill out a shortened version of this checklist for the purpose of comparison to certain teachers' evaluations done by their principals. Observers were to rate their regularly observed teachers on a scale of 1 to 5 in the basic areas of personal qualities, instructional skills, classroom management skills, expertise in basic skills and subject area, and interpersonal skills (a total of 52 variables). The behavioral descriptors used by principals to fill out the forms were also used by the observers to fill out the ratings. Based on performance information, observers were to estimate the teacher's effectiveness in meeting each of the criteria. The rating scale was designed as follows: 5 = a superior performance level (expected to include only about 5% of the professionals); 3 = the normally expected level of performance (including approximately 50-70% of the professionals); and 1 = an unsatisfactory performance level, one which must be improved (expected to include only about 5% of the professionals). In addition, observers were to rate on a scale of 1 to 3 as to how confident they felt in rating the teacher on each particular item, based on sufficient information (3 = very confident in making the rating; 1 = not very confident in making the rating, insufficient information to be sure).

Teacher Interviews and Questionnaire

While the observations are a rich source of information, there was much information that could not be obtained through observations, especially about planning, decision-making, and constraints affecting the teacher. Therefore, each teacher completed an extensive questionnaire and was interviewed at the end of the school year.

Interviews. In the middle of October, three math and three English teachers, identified as effective managers, were chosen to be interviewed for the purpose of obtaining information on beginning-of-school planning and activities. In addition, each teacher was asked to describe the students in the two classes we were observing and make predictions for their academic achievement. It was hoped that behavioral problems described by the teachers would show up in the narratives, and specific ways of handling these problems would be observed and documented. The questions included in this interview follow.

During the last month of the school year, all 51 teachers were interviewed to obtain information on planning for the beginning of school, goals and planning for the rest of the year, relative success rates for the observed classes, contacts with other school personnel, and the teacher's reflections on the school year. In addition, teachers were asked to describe memorable behavioral problems and what was done to deal with them. When a systematic reading of the narratives is done, these students will be picked out (if, indeed, they do show up) and the teacher's methods of dealing with them will be analyzed. In general, these interviews provide information about the teacher's expectations for and assessment of their organizational systems, instructional planning, and specific students. All interviews were done at the teachers' convenience, usually in their classrooms, either during their off-period or after school. Observers interviewed the teachers they had regularly observed. All interviews were tape-recorded and later transcribed verbatim. These interviews will be analyzed and content-coded at a later time. The list of questions included in this interview also follows.

It should be noted that observers were trained for the interviews in a session with COET staff members and with a member of the CBAM Project staff whose specialty is conducting interviews. Ideas for putting the teachers at ease, conducting the interview and giving some feedback to the teachers were discussed. It was felt that the observers would be best able to conduct the interviews with the teachers as a result of their year-long relationship. Observers also were more familiar with the functioning of the classrooms and were able to probe for specific answers with the context of the classroom in mind. Observers were instructed to give feedback only when they were able to make accurate positive statements and teachers were told that they would be receiving more information at a later time.

(Beginning of School Interview)

GOALS FOR THE SCHOOL YEAR

1. What kinds of plans did you make during the summer, either for behavior control, lessons, materials, procedures, rules, or whatever? Did you set goals for this year? Did you plan to communicate these to the students; if so, how?

2. How closely do you stick to the curriculum guide? How much do you create yourself? Where do you get your materials? How individualized is your teaching? Do you do group work? Do you use one set of lesson plans for all of your classes? What do you do if you have a "genius" or "dummy"? How do you determine the level of a student?

3. What is your weekly routine? Is it always the same or does it change? How far in advance do you plan your lessons?

4. What problems or constraints do you have which affect your organization? (schedule, equipment, room, paperwork, materials, testing, outside activities) How did you decide upon your room arrangement? Do you have assigned seats? How were they assigned in the first place? What causes you to change seats or room arrangement?

5. What do you consider a minimum set of materials? What do you consider a minimum explanation of them? How do you disseminate materials (books, dittos, tests, homework, etc.)? How was the system established?

6. What do you consider the key or technique which enables your class to function effectively?

MANAGEMENT OF BEHAVIOR

1. What rules do you have in your classroom? How are they introduced to the class? What are the consequences for not following the rules? When do you begin enforcing the rules? What exactly will you tolerate in terms of misbehavior?

2. What happens when work is either not finished or not turned in? What happens when a student does not have the correct materials in class with him?

3. What are the incentives to do well in your class? What are the incentives to behave correctly in your class?

4. Do you have any memorable behavior problems? How do you deal with them? Do you feel you are successful with them? Has there been a critical incident or turn-around point with them?

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Participating Teachers concerning the Exit Interview)

April 25, 1979

Dear Teacher,

The following list covers the general areas we will be talking about during our interview with you next month. You are not expected to prepare anything for the interview, but we hope this list will give you some idea of what we would like to know about your classroom organization and management.

1. How did you plan for instruction this year? What factors were most important to you? What especially did you plan for the first three weeks of school?

2. What beginning-of-year procedures or activities did you use to ensure smooth sailing in your classroom?

3. In reflecting on this past school year, what particular satisfactions or high points and what problems or disappointments stand out in your mind?

4. How much contact did you have with other school personnel and in what ways were they helpful?

We are looking forward to talking with you.

Sincerely,

Ed Emmer
Edmund T. Emmer
Project Field Coordinator
Correlates of Effective Teaching Program

- -

The interview for the Junior High Classroom Organization Study is scheduled for

______________, __________________ at ______________ (am)(pm).
(day) (date) (time)

INSTRUCTIONS TO OBSERVERS

Junior High Classroom Organization Study

Exit Teacher Interview

May, 1979

---Have the teachers sign the vouchers and authorizations.

---Remind them that the checks may take several weeks, since they have to go through UT paperwork. Make sure that summer addresses are correct.

---If the teacher has not yet completed the questionnaire, leave the voucher with him/her and tell him/her to mail it in with the questionnaire and rosters.

We would like to thank you for taking time out of your busy schedule to complete the questionnaire that you received the first week in April. There is a good deal of information in the questionnaire that will be of interest to teachers all over the state and we are looking forward to compiling the responses. We plan to send you a copy of the questionnaire with percentages of teacher responses noted. However, there are some kinds of information that cannot easily be attained through a questionnaire, for instance, information about individual efforts prior to the beginning of school, rationale for choosing and enforcing rules and strategies used in the classroom. For this reason, we have set up interviews with all of the teachers in the study and we hope that the interview will clarify some questions we still have after creating the questionnaire. We expect this interview to last about an hour and touch on some of the topics we mentioned in the letter we left with you prior to the interview and on a few other things specifically related to your classes. Much that goes on in classrooms we can't understand fully just through observation, so your perspective is very valuable.

I have a lot of questions to ask you and in order to take a minimum of your time and still get a maximum of information from you, I may try to push us on. I don't want you to think I'm rude. I just want to be sure we get all the information we need. If we have time at the end of the interview, we can go back and touch on any unfinished topics.

---Tell the teachers that we will be sending the achievement test results, the Student Rating of Teacher results and a summary of the questionnaire results to them later on in the summer.

---We had hoped to have a sheet with preliminary results of this study ready to give them at the interview, but due to the enormous amount of data collected, we were not able to do this. We will be sending them the preliminary results as well as information on effective management techniques before school starts in the fall

---Feedback should be positive, if given. The teacher may call Ed or Carolyn (they'll probably kill me for this) if s/he would like to discuss the study or his/her classroom at great length.

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JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

Exit Teacher Interview

May, 1979

1. As I mentioned before, we are interested in the things you did to get ready for the beginning of school. This is one of the things of most concern to new teachers - how to face the first day of school and what should be done in advance to make the beginning of school go more smoothly. What kinds of planning do you do in the summer and how specifically do you start out the school year (both instructionally and behaviorally)?

2. Once school gets underway and you have met your students, what kinds of things do you focus your efforts on in the first few weeks?

3. We were able to get copies of your classroom rules and in some cases were able to see how you presented them to your classes. We'd like to know how you came to choose this particular set of rules. What additional school rules do you regularly enforce in your classroom? Are there any changes you would like to make in your rules?

4. Now, getting away from the beginning of the school year, we'd like to ask about the daily activities you choose for your classes. What kinds of things do you think about when you're planning classroom activities and content? How do you decide what to do, how long to take, and what assignments to make? Do you have a class that takes extra or special planning? If so, what do you do for that class or classes?

5. What goals do you have for your students? Do they differ for different pupils?

6. We would like to find out the relative "success" rates of students in the two classes we have been observing. Considering the difficulty of assignments, both in class and homework, how well you think the students can understand your presentations, and the ability of your students to use the books, materials, tests, displays, etc. successfully. Now think of the pupils in _____ period class.

Were there any students who worked at a low rate of success during much of the year? (By low is meant that more than 1/2 of the time the pupils could not do the work at an acceptable level, i.e., could not finish the work, or if finished, the work was mostly incorrect or unacceptable.) How many such pupils did you have?

Were there any students who worked at a high rate of success during much of the year? By high success rate is meant that the students understood the tasks; they finished assignments correctly with few errors. How many such pupils did you have?

How many pupils, then, would you consider moderately successful? By moderate is meant that they did not succeed on some tasks or assignments, but they did succeed at others (e.g., did OK on homework but failed tests); or that students consistently made errors or had problems understanding to a degree, but that they also seemed to achieve a modicum of understanding and at least a minimally acceptable (for this class) level of accomplishment.

7. We're also interested in contacts you have with other school personnel which influence your teaching. What is their nature and frequency of occurrence? Do you have any contact with a resource teacher? Counselors? Student teachers? Other teachers in the school, team or community? Clerical (office) and janitorial personnel? Principals?

8. What is it like to teach at _____ Jr. High? Are there any factors that make it especially pleasant, exciting or a difficult place to teach? What are the kids like? Any particular problems you experience this year?

9. What is your assessment of how your teaching went this year? Were your academic goals met? What about kids' attitudes and behavior? Are there any changes you would like to make in the future?

10. When you think of yourself as a teacher, what do you define as your job? That is, what do you try to accomplish while you are working in the classroom?

11. Are there any students who were memorable behavioral problems? What did they do? What did you do to cope? Any success?

Questionnaire. A four-part questionnaire was given to the teachers to be filled out at the end of the school year. Questions in the first two parts dealt with items such as materials, grading, instructional emphases and techniques, teacher-student relationships, etc. On most of these questions teachers were asked if they used these materials or techniques and how frequently.

The third part of the questionnaire was a Teacher Concerns Checklist developed by the PAEI/CBAM staff at the R&D Center (George, Note 3). This checklist will provide information about teachers' most intense concerns about his/her role as a teacher.

The fourth part of the questionnaire was an Educational Opinion Survey based on a questionnaire developed by Wehling and Charters (1969) on teacher beliefs about the teaching process.

Teachers were also asked to fill out a biographical information sheet and describe the effect of the observer on their classes.

A copy of the questionnaire can be found in the Feedback to Teachers section.

SECTION VI

FEEDBACK TO TEACHERS

FEEDBACK TO TEACHERS

In early August, following the study, the 51 participating teachers were sent a packet of feedback materials. The packet consisted of a letter thanking the teachers for participating in the study, the percentages of answers to the items on the Student Rating of Teachers done by their two classes, the achievement scores for their two classes and study means, summary information on the teacher questionnaire, a list of concepts and terms used in the study, and preliminary results from the study. A copy of these materials follows.

The Research and Development Center for Teacher Education
University of Texas Austin 78712

(Letter to Teachers Participating
in the Junior High Classroom Organization Study)

August 8, 1979

Dear Teacher:

We are in the midst of analyzing all of the valuable data which were collected in your classes in the 1978-79 school year. It will be some time before final reports of the Junior High Classroom Organization Study are published. Because of your participation and the interest you expressed in knowing what we learned in your classes and in the study as a whole, we have prepared the accompanying packet of preliminary reports and feedback for your use.

The first three reports in the packet summarize results obtained from questionnaires to which you and your students responded during the last weeks of school. The first report presents the results of the student survey administered in each of your two classes participating in the study. Notice that this report is color-coded so that percentage responses from one period are in blue and those from another period are in red. The second report shows scores students made on the achievement test administered in May. The report for each class shows scores of individual students on the overall test and each part of the test. The summary report shows class mean (average) scores for each of your two classes, as well as overall mean scores for all seventh-graders and for all eighth-graders who took the test. Teachers' responses to the lengthy questionnaire you completed in May are summarized in the third report.

Although data analysis is just underway, some preliminary findings have emerged, particularly from the first three weeks of school. We have included a short summary of the teaching characteristics and strategies we saw in a number of effectively managed classes at the beginning of the year. In addition, we thought that the short glossary of terms used in the study would be of interest to you as you consider the report of results and as you plan for the coming year.

Again, we wish to thank you for allowing us to learn from you and your classes. We will do our best to disseminate what we learn so that present and future teachers and their students will benefit.

Sincerely,

Carolyn M. Evertson, Program Director

Edmund T. Emmer, Project Field
Coordinator,
Correlates of Effective Teaching Program

PRELIMINARY RESULTS

JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

The Research and Development Center for Teacher Education

During the 1978-1979 school year, 53 teachers (27 English and 26 math) participated in the Junior High Classroom Organization Study. The purpose of this study was to find out how teachers organize and conduct their junior high classes. We focused particularly on the beginning of the school year, to learn as much as we could about how different teachers establish order and create positive, productive learning environments in their classes. Later, we saw the effects of good or poor beginnings as we followed each teacher's two classes throughout the year.

The study was designed to provide us with a variety of indicators of teachers' effectiveness: students' achievement, students' attitudes, percent of time students were actually engaged in instructional activities, frequencies of class disruptions, and inappropriate student behavior. At this point in time, results for achievement have not been analyzed, and analyses of other data are incomplete; but after the first three weeks of school, it was possible to identify effective classroom managers on the basis of two criteria: percent of students on-task and frequency of disruptive or inappropriate student behavior. By "on-task" we meant that the students appeared to be doing what was expected of them, such as working on an assignment or going through necessary classroom procedures. A count of students on- or off-task was taken every 15 minutes during the time that an observer was in the classroom. Observers visited about 28 classes per teacher; 10 during the first three weeks.

In the average class during the first three weeks, an average of 88% of students were on-task every time we took a count. The range of average percentages for teachers was from 74% to 100%. In addition, ratings of frequency of disruptive and inappropriate student behavior indicated a wide range of classroom behavior, from almost no inappropriate or unsanctioned behavior to very frequent disruptions. In almost all cases, ratings of disruptive and inappropriate behavior were predictably related to percent of students on-task.

Using averages for these indicators, we were able to identify a group of teachers whose classes were, from the first week, characterized by purposeful, task-oriented activity and harmonious, cooperative behavior. After studying commonalities among these teachers, we identified some characteristics of teachers who were successful in managing and organizing their classes. Further study will be needed to assess their importance in learning gains and management throughout the school year.

1. It was clear the successful teachers had given careful thought to classroom rules and procedures before classes began. They had clear, realistic expectations and rules that centered on crucial areas of classroom routine: class participation, talk among pupils, out-of-seat policies, tardiness, and materials and supplies. New teachers (or teachers new to their schools) who were most successful said later that they had made it a point to consult with other teachers in that school about student behavior and effective rules and procedures.

2. Once school began, they seriously undertook the task of teaching their students these rules and procedures. Their teaching process consisted of three strategies:
    a. Clear presentation and discussion of each rules and rationale the first or second day of school;

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b. Frequent positive reminders, visual and verbal, and review of rules in succeeding weeks;

c. Consistent enforcement of rules and penalties for infractions. This was probably the most crucial step in the rule-teaching process. The most effective classroom managers were very alert to catch the first infractions of any rule; then they responded firmly and confidently. Teachers who ignored or were not aware of infractions were least effective in establishing order, no matter how well they had presented and reviewed rules and procedures.

3. The most successful teachers showed evidence of meticulous planning before school began and throughout the year. They kept their students busy with a variety of engaging activities. They planned for the unexpected with extra activities and extra materials. If there were spare moments left over in a class period, these teachers used them for informal discussions with the class as a whole. Their good advance planning made it possible to appear confident, competent and cool in front of their new students.

4. One of the most striking characteristics of teachers who had the best starts was that during the first week of school, they never quit running the show. They stayed in charge of all of the students all of the time. They controlled the tempo, the interactions, the transitions. Their students never got the impression that they had been turned loose by the teacher until dismissal. These teachers accomplished this feat by sticking with a whole-class format initially, monitoring well, doing necessary paperwork only while students were all working at a specific task, and avoiding long, drawn-out interactions with individual students or small groups during the first days of school.

5. In classes with high on-task averages and appropriate student behavior, teachers had quickly established a content-focus and accountability system. These teachers clearly meant business. They introduced students to some major topics of study, communicating high (but realistic) expectations for the class. They gave students and parents information about their grading system and main requirements of the course. They established and maintained lines of communication with parents.

6. Sucessful teachers worked hard at giving clear directions. They gave step-by-step directions, often enumerating steps. They monitored as they talked to the class, pausing to wait for students to comply with each directions, and repeating or clarifying directions when they saw signs of any confusion.

7. A final strategy we saw used in many of the most successful classes at the beginning of the year was soliciting some personal information from all of the students through use of a simple, short quesionnaire, seatwork activity, or short writing assignment. This strategy appeared to give students a feeling of individual recognition by the teacher, encouraging communication, trust, and personal accountability.

Teacher ___

Period 4 (Group 1), Period 6 (Gr

CODED: BLUE AND RED INK

STUDENT SURVEY RESULTS

Junior High Classroom Organization Study

Distribution (%) of Student Responses
Group 1 / Group 2

1.	Does this teacher give clear directions and assignments?	Never clear	Rarely clear	63% 35% Sometimes clear	13% 12% Usually clear	25% 53 Always clear
2.	How important are the assignments that this teacher gives?	6% 6% Meaningless busy work	Rarely important work	44% 18% Sometimes important	6% 41% Usually important	44% 35 Always important
3.	Does this teacher grade fairly?	Never fair	Rarely fair	24% Sometimes fair	19% 6% Usually fair	81% 71 Always fair
4.	Does this teacher have good classroom control and handle discipline well?	Lacks control	19% 12% Has little control	13% 12% Has fair control	31% 59% Usually has good control	38% 18 Always has good control
5.	Is this teacher well prepared and organized for class?	Never well prepared	Rarely well prepared	13% 18% Sometimes well prepared	31% 12% Usually well prepared	56% 71 Always well prepared
6.	Do you find it easy to talk to this teacher?	Impossible to talk to	25% 12% Hard to talk to	31% 29% Sometimes can talk to	13% 24% Usually can talk to	31% 35 Always can talk to
7.	Does this teacher listen to what you say?	12% Never listens	19% 24% Rarely listens	50% 24% Sometimes listens	19% 24% Usually listens	13% 18 Always listens
8.	In general, do you enjoy being in this class?	25% 35% Never	Rarely	38% 35% Sometimes	13% 6% Usually	25% 24 Always

Junior High Classroom Organization Study

Distribution (%) of Student Responses
Group 1 / Group 2

9. In general, have you learned much in this class?	Nothing	6% 6% Very little	12% An average amount	44% 12% Quite a bit	50% 71% A great deal
10. Does this teacher make a special effort to help you do well in this class?	No effort	24% Little effort	19% 18% Some effort	38% 35% Quite a bit of effort	44% 24% A great deal of effort
11. Does this teacher present the material well?	Not at all clear	6% Rarely clear	31% 41% Sometimes clear	25% 12% Usually clear	44% 41% Always clear
12. Does this teacher encourage students to ask questions and participate?	6% Never	6% 18% Rarely	13% 29% Sometimes	31% 18% Usually	44% 35% Always
13. Does this teacher encourage students to think for themselves?	12% Never	Rarely	25% 24% Sometimes	19% 29% Usually	56% 35% Always
14. Are you looking forward to taking more courses in this subject?	13% 29% Definitely no	Mostly no	25% 24% Uncertain	31% 18% Mostly yes	31% 29% Definitely yes
15. Has this teacher helped you increase your interest in this subject?	6% Definitely no	6% Mostly no	18% Uncertain	44% 41% Mostly yes	50% 35% Definitely yes
16. What is your sex?	56% 24% Male	44% 76% Female			
17. What is your ethnic	56% 53%		44% 47%		

Teacher Name_

Class Summary

English Achievement Test Scores

Junior High Classroom Organization Study

Period 4

Mean Score Total Test	Mean Score Part I[a]	Mean Score Part II[b]	Mean Score Part III[c]	Mean Score Part IV[d]
64	10	23	20	11

Period 6

Mean Score Total Test	Mean Score Part I[a]	Mean Score Part II[b]	Mean Score Part III[c]	Mean Score Part IV[d]
64	11	23	20	10

Overall Mean Scores for
28 seventh-grade classes/22 eighth-grade classes
participating in the study:

Mean Score Total Test	Mean Score Part I[1]	Mean Score Part II[2]	Mean Score Part III[3]	Mean Score Part IV[4]
7th/8th	7th/8th	7th/8th	7th/8th	7th/8th
72/79	14/16	25/26	21/22	12/14

Description of English Test:

[a] Part I: Spelling. Students were asked to identify misspelled words in 27 sentences.

[b] Part II: Punctuation and capitalization. Given 18 pairs of sentences, students were asked to choose the correctly punctuated ones; then students marked underlined words in 17 sentences as correctly or incorrectly capitalized.

[c] Part III: Word Choice. Given two or three choices, students selected the correct form of verb, adjective, adverb, or pronoun to use in 21 sentences.

[d] Part IV: Parts of Speech, Sentence Structure, and Reference Use. Students labeled underlined words in 25 sentences to demonstrate their ability to identify basic parts of speech; auxiliary, transitive, and intransitive verbs; active and passive voice; direct and indirect objects; types of sentences and sentence fragments; common reference sources; and parts of a letter.

JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

TEACHER QUESTIONNAIRE

This questionnaire was completed by 25 English teachers participating in the Junior High Classroom Organization Study. Their responses are summarized on the following pages.

JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

TEACHER QUESTIONNAIRE

I. PERCENTAGE ESTIMATES

Please estimate the percentages you feel are correct for each of the following items.

1. It would be ideal if every student achieved our expectations for learning. Realistically, however, we know that some do and some do not. In general, what percent of your students do you expect to reach your expectations?

Mean (Average) Response	Response Range	Most Common Response (MCR)
70.6%	35-95%	75%

2. What percent of the time do you think should be spent in the class period on each of the following instructional activities?

Mean Responses		Range	MCR
10.6%	Students checking assignments	0-20%	10%
26.7%	Lectures, demonstrations	10-45%	20%
26.8%	Questions, discussions	10-60%	20%, 30%
31.3%	Seatwork	10-60%	30%
5.0%	Other*	0-20%	

*Almost half of English teachers in the study specified some additional activity: editing, procedural routine, projects, group work, reading library books, reward time testing.

3. Some feel that learning should be as errorless as possible, while others feel that students should be challenged with difficult material even if it means making more errors. The first group would want 100% correct performance, while the second group would want some lower percent. What do you feel is the ideal percentage of correct responses in the following situations:

Mean Responses		Range	MCR
78.3%	General class discussions in which the students are responding to questions (100% = errorless performance)	50-95%	80%
83.2%	Seatwork and homework assignments (100% = errorless performance)	50-96%	75%, 90%

4. About what percent of your teaching is devoted to individuals, to subgroups in the class, or to the class as a whole?

Mean Responses	Range	MCR
19.8% to individuals	5-45%	5%, 10%, 30%
17.6% to subgroups	0-50%	10%
62.2% to whole class	20-90%	75%, 50%, 60%

5. What percent of the student work is graded by each of the following?

Mean (Average) Responses		Response Range	Most Common Response (MCR)
70.0%	Teacher	30-98%	60%
10.0%	Students grade their own papers	0-40%	0%
12.0%	Students exchange papers to grade	0-40%	10%, 0%
7.0%	Student teacher, resource teacher, or aide	0-40%	0%
.4%	Select students	0-5%	0%

6. What percent of the student's six-weeks grade is based on each of the following?

Mean Responses		Range	MCR
38.7%	Homework or daily work	15-75%	20%, 25%, 50%
34.4%	Unit tests (including spelling)	10-60%	25%
3.6%	Poptests	0-20%	0%
5.0%	Notebook or folder	0-25%	0%, 10%
4.8%	Class participation	0-20%	0%, 10%
3.7%	Routine class activity (warm-ups, journals, etc.)	0-25%	0%
5.4%	Written paper or project	0-25%	0%, 10%
1.6%	Extra credit	0-10%	0%
2.6%	Other*		

*Only three (3) teachers indicated other criteria

7. What percent of the time do you give tests which come with the curriculum and what percent of the time do you develop you own?

Mean Responses		Range	MCR
18.6%	Use prepared tests	0-75%	0%, 10%
81.4%	Use teacher-made tests	25-100%	90%, 100%

II. CHECKLISTS

A. Instructional Organization

1. Rate the extent to which you stressed or concentrated on each of the following academic objectives this year. (Use a 5-point scale for each one. 5 = Primary emphasis, 3 = Moderate emphasis, 1 = No emphasis)

ENGLISH

Mean (Average) Responses		Most Common Response (MCR)
4.3	Writing skills, creative writing, composition, paragraphs	5
4.4	Spelling, vocabulary	5
4.8	Grammar, sentence structure	5
3.2	Reading comprehension, reading skills	3
3.6	Literature (reading), mythology, literature appreciation, exposure to literature	3
2.8	Verbal communication, dicussion ability	3
3.2	Creativity, clear thinking, thinking for themselves	3
	Other*	

*Three (3) teachers specified others: responsibility, orgnaizational skills, study habits, vocabulary.

MATH

_____ whole number operations
_____ fractions
_____ decimals
_____ percent
_____ geometry
_____ graphs, flow charts
_____ number theory
_____ probability and statistics
_____ applications, including work problems, logic, etc.
_____ other. Please specify:

2. To what extent are your classroom activities and the organization of content influenced by the students' taking standardized tests (CAT, OLA, other)? (Use a 3-point scale. 3 = Very much influenced, 2 = Somewhat influenced, 1 = Not at all influenced)

Mean Response

24.0% of teachers indicated no influence

72.0% indicated some influence

4.0% indicted very much influence

3. Rate the extent to which you stressed or concentrated on each of the following affective objectives this year. (Use a 5-point scale for each one. 5 = Primary emphasis, 3 = Moderate emphasis, 1 = No emphasis)

Mean (Average) Responses		Most Common Response (MCR)
4.4	Respect for fellow students and the teacher and their property	5
2.2	Being able to leave one's problems at home	1, 3
3.5	Controlling emotions	2, 5
3.8	Appreciating differences in people (racial, ethnic, cultural, physical handicaps, etc.)	3, 5
2.9	Loyalty to school; school spirit	3
4.8	Self-reliance, independence, responsibility in doing work	5
4.1	Healthy self-concept	4, 5
3.7	Respect for public property	3, 5
3.2	Values clarification (i.e., encouraging students to examine their own values)	3

4. How often do you use the following materials in your classroom teaching? (Use a 5-point scale for each one)

5 - every day
4 - often
3 - occasionally
2 - rarely
1 - never

Mean Responses		MCR
4.0	Textbook	4
3.8	Dittos (teacher-made or from other sources	4
2.6	Dittos of puzzles or games	4, 3
2.1	Procedural dittos (i.e., class schedule, rules, etc.)	2
2.2	Workbooks	1
2.4	Extra credit projects or assignments	2, 3
3.4	Supplementary books	3
2.5	Student-made items or projects	2, 3
3.3	Posters or bulletin boards	3
2.6	Filmstrips or movies	3
1.8	Kits or canned packages	1, 2
2.5	Tape recorder	2
1.5	Listening center	1
2.2	Records	2
1.6	Outside speaker	1
3.1	Library	3
2.5	Games or puzzles	3, 2
3.0	Overhead projector	4, 2
4.6	Chalkboard	5
1.3	Computer or calculator	1

5. Which of the following activities are students usually allowed to do when they have finished their assignments?

% of Teachers with Positive Responses	
100%	Read books other than textbook
88%	Silent study at their seats
52%	Games and puzzles - instructional
32%	Games and puzzles - non-instructional
48%	Quiet talk
44%	Extra credit activities
76%	Help other students - peer tutoring
44%	Help teacher
16%	Grade papers
76%	Read magazines
4%	Filmstrips
4%	Listening center, records
0%	Computer, adding machine
16%	Other. (* 4%--rest, head on desk 12%--go to library)

6. How did you cope with having a range of ability in each class in order to provide instruction for all of your students? (Use a 3-point scale for each one. 3 = Frequently use, 2 = Sometimes use, 1 = Rarely use)

% of Teachers' Responses		
Frequently	Sometimes	
40%	36%	Ability grouping
36%	24%	Individualized work, self-paced, learning centers, contract work
32%	44%	Different level materials and assignments; supplementary materials; instructional games
60%	32%	More special attention, conferences, work after school with teacher
44%	36%	Peer tutoring, allow students to work together
24%	56%	Differential testing and grading; expect less from slow students, give extra credit for extra work
32%	36%	Teach to high or middle group--hope others catch on (whole class approach)
40%	16%	Help from student teacher, resource teacher or aide
None Indicated		Other.

7. If you group students, how are the groups determined?

% Teachers Responding Postitively	
60%	Ability group, determined by observation and assessment of class performance; see how well they read and write; use own judgment; talk with student
36%	Other types of groups; randomly assigned or balanced groups (leaders in each group) for particular activities or so students can work together, help each other
12%	Other. (4%--behavior; 8% friends)
20%	Not applicable. Students never grouped.

8. What kind of materials do you obtain or prepare for students who need remedial work or enrichment? (Use a 3-point scale for each one. 3 = Fequently use, 2 = Sometimes use, 1 = Rarely use)

% of Teachers' Responses		
Frequently	Sometimes	
29%	42%	Supplementary materials: packets, kits, series, workbooks, canned packages
33%	33%	Different level texts, readers
75%	13%	Teacher-made materials: dittos, handouts, etc.
13%	37%	Puzzles, games
4%	17%	Audio-visual aids, listening center, analog computer
13%	21%	Extra credit projects, assignments
21%	54%	Referral to resource teacher, or special help
4%	--	Other. (Change pace according to level of class)

9. What techniques do you use for students who cannot read at all, can't read well, or can't read at their grade level? Check all that apply.

% of Teachers Responding Postitively	
88%	Special materials; lower level
na	No word problems, computations only, take the reading out of assignments (MATH only)
68%	Individual contacts, extra attention from teacher, one-to-one help
48%	Peer tutors, buddy system
60%	Send student to resource teacher, specialist
24%	Games, puzzles, kits
16%	Audio-visual aids: listening stations, tapes, films, filmstrips
8%	Other. (4%--read as group aloud; 4%--teacher read aloud)

10. How much homework do you regularly assign?

% of Teachers' Responses	
8%	Less than once a week
21%	Once a week
21%	Twice a week
46%	Almost daily
4%	Daily

11. How often do you give tests?

% of Teachers' Responses	
4%	Infrequently; unit tests every 4-6 weeks; or when material in unit is covered
16%	Every 1 1/2 - 3 weeks
16%	Weekly or very frequent quizzes; several pop quizzes
64%	Weekly or frequent quizzes; as well as large unit tests every 2-6 weeks

12. In your classes, how much emphasis do you place on individual student effort versus actual achievement in deciding on grades? (Use a 5-point scale for each one. 5 = A great deal of emphasis, 3 = Moderate emphasis, 1 = No emphasis)

Mean Responses	
3.0	High ability classes
3.7	Average or mixed ability classes
4.5	Low ability classes

13. Do you use a curve in grading?

% of Teachers' Responses	
0%	Yes
60%	Sometimes, depends on class performance or difficulty of material
40%	No

14. What is prepared for the substitute if you must get one? Check all that apply.

% of Teachers Responding Positively	
80%	Regularly scheduled material - lesson plans, instructions, next day's assignment
72%	Supplementary lesson plans - skills work, drills, review, dittos written assignment, test, reading assignment, audio-visual
100%	General information - rules, bell schedule, location of materials
100%	Seating charts; class roll
88%	Notes on reliable and/or problem students, discipline problems
40%	Puzzles, games, busy work
16%	Other. (tape of teacher's instructions for class; comment sheet for substitute, notes on other team teachers, notes on spelling groups, resource students, previous days' absentees)

B. Evaluation

15. In looking at a student's past record, which do you feel is more valuable in giving information about him? (Use a 3-point scale for each one. 3 = Very valuable, 2 = Somewhat valuable, 1 = Not very valuable)

% of Teachers' Responses		
Very	Sometimes	
20%	60%	Grade
16%	80%	Achievement test scores
24%	72%	Psychological tests or professional evaluation
33%	50%	Other, more subjective, evaluations

16. What methods do you use to determine students' progress or difficulty areas at the beginning of the year when you are unfamiliar with students in your class? (Use a 3-point scale for each one. 3 = Frequently use, 2 = Sometimes use, 1 = Rarely use)

% of Teachers' Responses		
Frequently	Sometimes	
92%	4%	Observation of classroom performance and behavior
36%	32%	Permanent record file or ask past teachers or counselor; past achievement scores, personal folder, teacher recommendations
48%	40%	Oral work, reading aloud
72%	16%	Writing sample; have them write a paragraph or autobiography
28%	20%	Specified standard diagnostic test
48%	20%	Self-made diagnostic test
0%	0%	Other

17. How many students per year (on the average) do you refer for testing because of suspected learning disability or emotional disturbance?

Mean Response	Range	Most Common Response
6	1-15	5

18. What methods do you use to diagnose the cause of a learning problem? Rank the order in which you would use the following.

1	Observe, analyze classroom performance and behavior
4	Refer student to counselor, resource teacher, special ed. teacher
3	Consult permanent file, counselor, or other teachers for information
2	Work with student individually; conference with student
6	Use diagnostic test
5	Parent contact

The above is a common sequence indicated by many teachers in our study.

19. Are you familiar with the content covered in the CAT test?

% of Teachers Responding	
28%	Yes, I have studied it carefully
68%	Yes, I am familiar with general areas
4%	No

20. Does it adequately measure ability in your students?

% of Teachers Responding	
8%	Yes
60%	Qualified yes
16%	No
16%	I don't know

C. Classroom Organization

21. Which of the following do you feel have been constraints to the effective harmonious functioning of your classroom this year? (Use a 3-point scale for each one. 3 = Very definitely a problem, 2 = somewhat a problem, 1 = no problem

% of Teachers Responses		
Very	Somewhat	
16%	32%	Size of room
8%	16%	Inadequate seating (desks)
24%	44%	Temperature control
16%	40%	Noise from halls and neighboring classes
20%	40%	Too large class size
12%	20%	Inadequate materials and equipment
4%	20%	Support from administration
8%	60%	Interruptions by other students and teachers
12%	4%	Location in the school, portable
12%	40%	Administrative and non-teaching responsibilities
4%	32%	Janitorial support
--	32%	Curriculum
8%	20%	Inadequate furniture other than desks
12%	36%	PA interruptions
40%	48%	Academic range of students
16%	--	Other. (4% split load; 4% no carpet; 8% poor student behavior)

22. What are your policies for accepting assignments?

% of Teachers Responding Positively	
72%	Distinguish between excused and unexcused in accepting late papers
80%	Penalize grade for late work, give zero, deduct points, etc.
48%	Set deadline beyond original due date, no penalty
28%	Due on due date, only; no late papers accepted
80%	Take some responsibility by reminding student or giving him a list of missed work, etc.
8%	Other. (4% fuss but accept papers; 4% use progress reports as reminders)

23. Which of the following signals do you use to get your students' attention? (Use a 3-point scale for each one. 3 = Frequent use, 2 = Sometimes use, 1 = Rarely use)

% of Teachers' Responses		
Frequently	Sometimes	
91%	9%	Verbal statement (Let me have your attention, etc.)
61%	26%	Facial expression or physical signal (i.e., finger to lips)
43%	39%	Position in room
--	4%	Lights, flicking or turning off
13%	4%	Bell
4%	--	Snap fingers
--	13%	Clap hands
--	--	Other

24. How do you handle the problem of students calling out free comments?

% of Teachers Responding Positively	
64%	Reprimand, respond negatively, don't tolerate it, use nonverbal intervention (stop, stare)
88%	Tell them to raise hands, to stop, wait, take turns
92%	Emphasize good manners, respect for others, give others a chance to to think and/or respond; tell reason for not wanting it
56%	Ignore called out answers
76%	Sometimes not considered a problem because it indicates enthusiasm, involvement
8%	Do not consider it a problem; accept all answers
8%	Other. (4% have students write a commitment; 4% thank them but make them raise their hands)

25. How do you deal with those students who never volunteer? Check all that apply.

% Responding Positively	
52%	Call on them, make sure all students answer, use patterned turns
96%	Call on them when sure they know answer; ask easy question to avoid embarrassment and to build confidence
52%	Leave them alone, especially if student is upset, tired, or extremely shy; just grade them on written work
88%	Try to draw them out; ask their opinion, use their personal interests, use a game to draw them out, give extra attention, talk to privately; work one-to-one with shy kids

26. How do you deal with those students who aren't paying attention? (Use a 3-point scale for each one. 3 = Frequently use, 2 = Sometimes use, 1 = Rarely use)

% of Teachers' Responses		
Frequently	Sometimes	
68%	32%	Call his name
50%	41%	Call on them; ask them a question
9%	23%	Reprimand, call down, threaten, criticize, call class attention to him, assign detention
27%	50%	Tell them to pay attention, to knock it off, get to work, ask them if they're listening
45%	45%	Nonverbal intervention; stop and wait, touch the student, glare, go stand by student
32%	45%	Talk to them privately, find out why; discuss the problem with the student
14%	50%	Seek outside help: parents, counselor, office
--	9%	Do nothing

27. What misbehaviors do you feel are bad enough to require severe disciplinary action? (Use a 3-point scale for each one. 3 = Usually, 2 = Sometimes, 1 = Rarely)

% of Teachers' Responses		
Frequently	Sometimes	
44%	44%	Disrupting class: distracting others, excessive noise, disregard classroom rules
72%	24%	Profanity: swearing, vulgar language
64%	32%	Lack of respect and consideration for teacher or other students: rudeness, talking back, name-calling, smart remarks, sarcasm
28%	48%	Constant talking: blurting out answers, interrupting, talking when teacher is
100%	--	Roughhousing, fighting: pushing chairs about, throwing things, damaging property
44%	40%	Disregard for school work: tardiness, cutting class, not bringing materials, not doing homework, not working in class, not paying attention.

28. In the classes we observe, how often are your classes characterized by severe disruptions (fights; loud, boisterous play, running or pushing)? Check the most appropriate statement.

As a group, English teachers reported the following frequencies for disruptions in classes in this study:

32%	Never
38%	Rarely, 1 - 3 times a year
12%	Once a month
10%	Once a week
8%	Once a day

29. How do you handle students who are disruptive and cause trouble? (Use a 3-point scale. 3 = Frequently use, 2 = Sometimes use, 1 = Rarely use)

% Teachers' Responses		
Frequently	Sometimes	
76%	24%	Talk to student, have conference with him; work one-to-one; tell what is expected and why
20%	36%	Reality therapy, contracts
48%	32%	Management: warn, reprimand, threat, criticize, nonverbal intervention
36%	44%	Isolate student; move him up front or out into hall
4%	20%	Have him write sentences or fines
16%	48%	Keep after school, or after class
40%	48%	Contact parents, call parents, send note home
28%	48%	Refer to counselor; conference with some combination of teacher, student, parent, or counselor.
4%	40%	Send to principal, office
0%	28%	Send to detention, ISS, OCS, etc.

30. What do you do about students who simply refuse to do their work and do not turn in assignments? (Use a 3-point scale for each one. 3 = Frequently use, 2 = Sometimes use, 1 = Rarely use)

% of Teachers' Responses		
Frequently	Sometimes	
44%	36%	Keep at them, nag, encourage, threaten, fuss, pressure, praise
28%	32%	Adjust materials, activities to his level of ability and interest
76%	20%	Conference with student to discuss problem
28%	56%	Extra attention, help after school or in class, teacher aide; move desk up next to teacher
60%	36%	Contact parents
52%	40%	Refer to counselor or office, conference with counselor and/or parents involved
--	8%	Send to detention hall, give demerits, send to OCS
56%	44%	Fail them
76%	16%	Discuss with counselors or other teachers

D. Teacher-Student Relationships

32. Have you found a close rapport with your students this year? Check the most appropriate statement.

% of Teachers' Responses	
--	No. I feel that I have been unable to establish satisfactory rapport with the students.
--	Not very satisfactory. I have good rapport with a few students, but not with most.
17%	Moderate. I have good rapport with about half of my students.
75%	Generally satisfactory. I have good rapport with all but a few students.
8%	Completely satisfactory. I have good rapport with all the students.

33. Are there certain factors prevalent in your classes that you cannot really do much about? If so, what are they? Check all that apply.

% of Teachers Responding Positively	
78%	Lack of parental encouragement, concern
91%	Home problems, home environment
83%	Learning disability, low IQ, low ability, nonreaders, hyperactive, ED kids, etc.
61%	Emotional problems, psychological adjustment, adolescence, poor peer relationships
26%	Discipline, control, behavior problems, disruptive, antagonistic students
83%	Lack of interest, motivation; students who can't or won't work; can't reach some, some have given up; you can't make them learn; student attitudes; alienated students
13%	Student personality, or teacher-student personality conflict
13%	Racial ethnic, cultural background and values; SES, prejudice, language

34. How do you feel is the best way to include parents? Check all that apply.

% of Teachers Responding Positively	
64%	As tutors at home for children who are having problems
40%	Regular participation in the PTA and its projects
52%	Help in field trips
48%	Helping with pep squad, drill team, sports, or other school activities
96%	Cooperate with the school in disciplining the child at home
88%	Supporting the teacher in seeing to it that work gets done and child's class projects are turned in on time, homework gets done, supplies are bought and brought to school
96%	Just simply providing a warm and positive environment at home
84%	Providing enriching materials, books, records, games
4%	Other. (anyway is beneficial)

35. To what extent do you communicate with the parents of your students? How many of the following contacts did you initiate during the school year? (Insert estimated number.)

52% said they sent home letters or announcements to parents at the beginning of the year describing class requirements and/or rules.

Mean Number of Contacts Reported		Range
25	Telephoning parents of students concerning academic problems	0-150
16	Telephoning parents concerning students' discipline problems	0-40
2	Telephoning parents concerning attendance problems (61% no calls)	0-10
11	Holding conferences with parents at the school concerning academic problems	0-30
8	Holding conferences with parents at the school concerning discipline problems	0-30

E. Miscellaneous General Questions

36. To what degree do you work with fellow teachers in your subject area?

% of Teachers' Responses	
40%	A great deal
44%	A moderate amount, some
16%	A small amount, none (C day only)

37. In what way do you work with fellow teachers? Check all that apply.

% of Teachers Responding Positively	
92%	Share materials, ideas, plan units
92%	Formally structured situations and C days, department meetings, team teaching
96%	Informal contacts--rapping in lounge, halls, etc., working relationship develops with one or two teachers informally
52%	Contact with community/team structure of faculty
76%	Works with or is the department chairman, grade level coordinator, lead teacher

38. To what degree do you work with the school counselors?

% Teachers Responding	
36%	A great deal
48%	A moderate amount, some
16%	A small amount, none

39. In what way do you work with the school counselors? Check all that apply.

% Teachers Responding Positively	
48%	Academic scheduling, high school courses
96%	Referral of behavioral, emotional, discipline problems for counseling
84%	Teacher consults counselor for advice, background information on students, test data, classroom management, own personal problems
32%	Gives counselor a classroom role: lead group discussions, human relations program, career unit, accompany class on trips
80%	Conferences (teacher-student-counselor, or teacher-parent-counselor)

40. How do you measure your success in teaching? How do you know whether or not you have succeeded? Check all that apply.

% Teachers Responding Positively	
91%	Students appear to understand the material
17%	Fewer questions from the class
65%	Students get right down to work
91%	Slower students also appear to understand
78%	Seatwork assignments are done correctly
83%	Class is well-behaved
83%	Students seem to enjoy school
83%	Students work on their own
26%	CAT results
70%	Parents' comments
96%	Student performance on tests
87%	Student performance on homework

41. What is the relative importance of developing social relationships with students versus seeing that they are exposed to subject matter adequately? Check the statement that you agree with most.

% of Teachers' Responses	
0%	Social relationships are very important; social development is the most important part of junior high training.
79%	Social relationships and subject matter are equally important; each contributes to the other.
21%	Subject matter is more important than social development.

F. Questions for English Teachers Only

42. Do you have students read aloud?

% Teachers Responding	
52%	Often
48%	Occasionally, rarely

43. Why do you have students read aloud? Check all that apply.

% Teachers Responding Positively	
56%	Assess reading ability (at first of year or later); catch problems, check pronunciation
76%	Ensures entire class understands; aid to poor readers; keeps class together; all cover same material
76%	Kids enjoy it; do it for fun; like the public recognition opportunity
96%	Facilitates participation; increases confidence and interest
92%	Teaching tool, gives practice, helps learn pronunciation, a lisening activity

44. What do you consider to be appropriate composition criteria? (Use a 3-point scale. 3 = Very important, 2 = Moderately important, 1 = Not very important)

% of Teachers' Responses		
Very Important	Moderately Important	Mechanics
68%	28%	Punctuation, capitalization
68%	28%	Spelling
72%	28%	Grammar
100%	--	Complete sentences, sentence structure
68%	28%	Paragraphs, topic sentences
44%	56%	Length
28%	56%	Neatness
		Content-Structure
83%	17%	Organization; structure; clear, organized thinking; unity of sentences; coherence; complete thoughts
63%	29%	Content; subject that challenges, interest students
58%	37%	Creativity, originality; expression of self or feelings

45. In what ways do you use nonwritten language for communicating subject matter? (Use a 3-point scale for each one. 3 = Frequently use, 2 = Sometimes use, 1 = Rarely use)

% of Teachers' Responses		
Frequently	Sometimes	
--	54%	Oral reports, speeches, extemporaneous speeches, recite poetry, debate, make-up commercials
--	42%	Acting, role-playing, pantomime
58%	37%	Read aloud: short stories, plays, poetry
33%	50%	Art, bulletin boards, illustrations, posters

III. Teacher Concerns Checklist

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

% of Teachers' Responses	Not Concerned	A Little Concerned	Moderately Concerned	Very Concerned	Extremely Concerned
1. Lack of instructional materials	20%	24%	24%	24%	8%
2. Feeling under pressure too much of the time	12%	36%	16%	16%	20%
3. Doing well when a supervisor is present	12%	32%	52%	4%	--
4. Meeting the needs of different kinds of students	4%	--	12%	32%	52%
5. Too many noninstructional duties	20%	24%	24%	20%	12%
6. Diagnosing student learning problems	8%	8%	12%	60%	12%
7. Feeling more adequate as a teacher	12%	16%	28%	20%	24%
8. Challenging unmotivated students	4%	4%	4%	52%	36%
9. Being accepted and repected by professional persons	12%	24%	24%	40%	--
10. Working with too many students each day	16%	16%	36%	16%	16%
11. Guiding students toward intellectual and emotional growth	4%	--	4%	68%	24%
12. Whether each student is getting what he needs	4%	--	12%	52%	32%
13. Getting a favorable evaluation of my teaching	4%	28%	48%	16%	4%
14. The routine and inflexibility of the teaching situation	20%	20%	40%	12%	8%
15. Maintaining the appropriate degree of class control	8%	12%	20%	40%	20%

IV. Educational Opinion Survey

The following questionnaire is designed to elicit your opinions about teaching and its methods and goals. There is considerable disagreement about these, and thus there are no "correct" answers. Please give your own opinion about the statements. Read each statement and decide how YOU feel about it. Then mark your answers on the space provided.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Teaching of specific skills and factual subject matter is the most important function of the school.	--	33%	4%	46%	17%
2. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of the pupils.	4%	33%	25%	33%	4%
3. A properly motivated group of mature students might learn more in a semester's time if they were left entirely to their own resources than if they had a teacher to guide them.	52%	36%	--	12%	--
4. A firm hand by the teacher promotes emotional security for pupils.	--	4%	16%	64%	16%
5. A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.	8%	32%	8%	44%	8%
6. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it.	--	8%	28%	44%	20%
7. Pupils learn to stay alert when they are expected to respond immediately to teacher directions.	--	4%	28%	60%	8%

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
8. Pupils respect teachers who expect them to work hard in school.	--	4%	8%	60%	28%
9. Pupils never really understand a subject until they can relate what they have learned to the broader problems of the world.	--	24%	24%	44%	8%
10. The over-all plan of education suffers when teachers depart substantially from the subject outline.	8%	52%	16%	20%	4%
11. The development of social and emotional security for pupils is the most important function of the school.	--	52%	24%	24%	--
12. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.	12%	64%	20%	4%	--
13. Pupils must be kept busy or they soon get into trouble.	--	8%	12%	56%	24%
14. Pupils are induced to greater motivation when the teacher remains somewhat aloof from the interpersonal affairs of the class.	8%	56%	20%	16%	--
15. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.	--	--	8%	68%	24%
16. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.	--	8%	12%	68%	12%
17. Lessons presented in the form of problems to be solved are the best means of motivating pupils.	--	28%	36%	28%	8%

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
18.	The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.	--	36%	28%	36%	--
19.	The structure of a field of knowledge is intrinsically interesting to pupils when it is clearly taught.	--	36%	28%	36%	--
20.	The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.	--	40%	8%	44%	8%
21.	Pupils learn best when permitted to set their own pace in doing the work.	16%	68%	4%	12%	--
22.	Teacher effectiveness is seriously impaired when the teacher permits himself to become emotionally involved in the personal problems of pupils.	4%	36%	20%	32%	8%
23.	Learning is enhanced when teachers praise generously the accomplishments of pupils.	--	4%	4%	48%	44%
24.	Optimum learning takes place when the classroom setting is completely free of distractions.	--	16%	4%	56%	24%
25.	Pupils respect teachers who stand firm on their convictions.	--	--	4%	64%	32%
26.	In planning their work teachers should rely heavily on the knowledge and skills pupils have acquired outside the classroom.	4%	36%	28%	28%	4%

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
27. The essential function of junior high school courses lies in their preparing pupils for later courses.	4%	12%	16%	64%	4%
28. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.	4%	37%	21%	37%	--
29. The effective teacher has complete control of the learning situation at all times.	4%	36%	8%	44%	8%
30. A good teacher should freely admit to mistakes.	--	--	--	48%	52%
31. The natural flow of events is enhanced by the teacher who manages to eliminate any inappropriate pupil behavior.	4%	4%	12%	52%	28%
32. The teacher must be sure that students are constantly challenged by tasks that are beyond their easy grasp--that require them to stretch themselves.	--	20%	20%	56%	4%
33. An essential component of a good lesson is one of showing how it is related to other areas of knowledge.	--	4%	8%	68%	20%
34. A good teacher will establish a routine and stick to it.	--	32%	8%	48%	12%
35. Good teaching requires a great deal of talking on the part of the teacher.	--	50%	21%	17%	13%
36. Textbooks should be the primary source of most of the teaching-learning activity in the classroom.	8%	72%	16%	4%	--

V. Biographical Information

1. Degrees earned and institution: 84% of English teachers in study had BS/BA
16% had MS/MA/MEd.

2. Date of last degree:

Mean date	Range
1970	1939-1978

3. Graduate hours beyond Bachelor Degree:

Teachers Responding	
30%	0-2 hrs.
17%	3-9 hrs.
22%	10-20 hrs.
9%	21-30 hrs.
22%	30+ hrs.

4. Total years teaching experience:

Mean Response	Range
7.4 yrs.	1 to 20 yrs.

5. How many years teaching at Junior High Level?

Mean	Range
6.3 yrs.	1 to 16 yrs.

6. How many years teaching in current school?

Mean	Range
5.2 yrs.	1 to 10 yrs.

7. How many years teaching in AISD?

Mean	Range
6.0 yrs.	1 to 16 yrs.

8. Do you have any non-teaching responsibilities?

54% of English teachers in the study reported that they had non-teaching responsibilities in their school (ex.--Department Chairperson, Club Sponsor, Community or Team Leader).

CONCEPTS AND TERMS USED IN THE JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

On-task and off-task behavior. On-task is another way of saying "doing what you are supposed to be doing"; off-task is another way of saying "doing what you are not supposed to be doing" or "not doing what you are supposed to be doing." For example, if a student is working quietly on an assignment or turning in an assignment at the teacher's desk, that student is on-task. On the other hand, if students are talking while the teacher is explaining an assignment, or if the teacher has instructed the students to take out paper and pencils, and students are reading books, they are off-task.

Transitions. Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. The length and efficiency of transitions are factors affecting the smooth functioning of a class.

Procedures. Procedures include routines established by the teacher to facilitate functioning of the class. A procedure is a set of guidelines about how to do something that has to be done on a regular basis. The most important characteristic of a procedure is that it has been planned and presented to the class as a way of doing something. In classes with simple, clearly defined procedures, there is little confusion and shorter transitions. Procedures may include getting pencils sharpened, paper and books distributed, getting the students' work turned in, etc.

Rules. Rules are similar to procedures in that they are established agreements about behavior in the classroom, but they are more often definitions of what not to do. When rules are carefully chosen and communicated by the teacher, students have clear ideas of sanctioned and unsanctioned behavior in that class. Rules may govern when talking is allowed, when it is appropriate and inappropriate to move around the class, chew gum, eat snacks, etc.

Interruptions. In this study, interruptions are defined as distracting events which force the teacher's attention (and often also the class's attention) to some unplanned event. This might include a messenger coming into the room from the office, an announcement over the loudspeaker, a fire drill, a fight in the room between two students, or a student getting sick and being sent to the office. The teacher's manner of responding to and coping with interruptions is an important aspect of classroom management.

Dead Time. This is an interval of time in which the student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an instructional activity.

Signals. A teacher may use a variety of signals to get students' attention, to tell the class to get quiet, or convey other messages. In secondary school, a teacher may signal by maintaining silence, standing at a certain place in the room, snapping her fingers, or making statements such as "All eyes on the board." The teacher may also use posture, movement, or eye contact as signals. Signals are most effective when they are consistent and deliberately used. Often the teacher announces important signals to students at the beginning of the year.

Expectations. This word is becoming increasingly common in psychological jargon. The teacher communicates expectations of student behavior in various ways. Explicitly, a teacher tells them what to do and what not to do. Implicitly, a teacher communicates expectations by saying one thing and doing another (e.g., the teacher tells students to stop talking. They continue. After three times, the teacher gives up. The students learn that if they persist, they can have their way. They learn that the teacher's expectations are not really for them to cease talking.)

Credibility. This term follows expectations. Credibility is established when the teacher consistently enforces rules, demands students' compliance with directions, and follows through. with stated penalties for infractions. When the teacher says, "Stop that or I'm going to keep you all after school," can he or she do it (Can kids who ride the bus be kept after school?) and will he or she do it? (Or is it a bluff?) If a teacher has high credibility, students believe what he or she says.

Accountability. The teacher's credibility is also affected by the extent to which students are held accountable for the work that is assigned. Teachers establish high levels of student accountability in several ways: by consistently checking and/or grading classwork and homework; by setting standards for neatness and completeness; by enforcing due dates; by keeping parents well-informed of students' progress; by communicating clear objectives and goals to students; and by helping students keep records of their own work, grades, and progress in the course.

Task Orientation. In task-oriented classes, students show willingness to do the work assigned. They usually understand the objectives, which have been clearly described by the teacher. Students' and teacher's activities are clearly related to academic goals. In classes with poor task orientation, there is much off-task dawdling and socializing. Assignments are not taken very seriously by students or the teacher, and students are often not held accountable for their work.

Testing of Limits. A student tests a teacher by getting up to go to the pencil sharpener just after the teacher has said, "Everyone in their seats." Different students test for different reasons. Some do so to get attention, some to get information about teacher's expectations. Others might do it because they are unclear about where they stand in relation to the teacher.

Critical Incident. This is an occasion in which the teacher is challenged or looked to for a decision which will set a precedent for future similar occurrences. An example of this is when a student fails to hand in an assignment. What the teacher says or does, the degree of confidence with which it is said or done, and the effect on the other students all make up parts of a critical incident.

Monitoring. Monitoring means maintaining surveillance, being the hawk-eye. A good monitor knows as much as possible about what is happening in the classroom at all times. A teacher monitors students' work by circulating around the room, checking papers, redirecting the misguided, encouraging appropriate behavior.

Traffic. Classrooms have traffic patterns just as cities do. The location of the pencil sharpener, the box for turning in homework, and the bookshelves are areas of the room which must be considered in room arrangement. A bit of forethought and planning can prevent these places from becoming competitors with the teacher. Desks should be arranged to avoid crowding and to give the teacher easy access and a clear view of every student's desk.

Feedback. At the beginning of school, the classroom is literally a place where strangers are getting to know each other. The teacher is the most influential single individual in that group. Consciously and unconsciously, he or she gives constant feedback concerning behaviors. Expectations are communicated with feedback. When a student attempts to call out an answer instead of raising a hand, the teacher's feedback to that behavior ("Please raise your hand," or ignoring students who are calling out and recognizing those raising their hands) will establish a precedent for similar situations in the future. Feedback can also be instructional. Notes and grades on papers which have been handed in serve as feedback, as do compliments which the teacher gives a student who has answered a question correctly or brought up an interesting point.

SECTION VII

DATA ANALYSES

SECTION VII

DATA ANALYSES

This section summarizes data analysis procedures already completed, in progress, or proposed. Where results of data analyses are known, they are briefly described and summarized. More extensive discussion of the results, along with appropriate tables, will be available in separate report form in the COET report series.

The data gathered in the Junior High Classroom Organization Study consist of the following:

1. Written narrative records (specimen records) of two classes for each of 25 English and 26 mathematics teachers. All teachers were observed in one class on the first day of school, and on a total of approximately 10-12 occasions during the first three weeks. For the remainder of the year, each teacher was observed every three to four weeks on two occasions, once in each class.

2. Component ratings. A set of 44 scales was used after each observation to rate a variety of instructional and managerial behaviors.

3. Student Engagement Ratings. These assess time-on-task during each observation.

4. Time logs. Records of the use of time in various activities and groupings.

5. Achievement and attitude measures. Specially constructed achievement tests were administered in each content area in May. Student Ratings of the Teacher (SRT) were also administered in May in each class. Entering achievement scores were estimated by the California Achievement

Test (CAT), administered the previous spring and made available to the project by the school district.

6. Summary ratings and checklists. At the end of the year, observers rated or classified teachers on a variety of variables.

7. Teacher questionnaire. Each teacher completed an extensive questionnaire consisting of measures of attitudes, beliefs, concerns, and perceptions.

8. Teacher interviews. Each teacher was interviewed in May, and a verbatim transcript of the interview was produced. The interview focused on organization, management, planning, and related areas.

Preliminary Analyses

A series of analyses were conducted to determine the reliability of many of the observational measures. In addition, several of the variable sets were factored in order to determine dimensionality and to select variables for grouping to form scales. These analyses were undertaken preparatory to analyses addressing substantive questions, in order to ascertain the quality of the data, and to reduce the data sets to manageable sizes.

Between-observer agreement was verified by comparing Component Ratings and Student Engagement Ratings of observer pairs during twenty-three reliability checks during the year. Using the intra-class correlation statistic to estimate observer agreement, moderate to high values were obtained for nearly all scales (see Tables 1 and 2). Within-teacher stability was estimated using measures obtained in different periods for the same teacher. Most of the Component Ratings and Student Engagement Ratings exhibited at least moderate stability (see Table 3).

Table 1

Between-observer Agreement of Component Ratings for Single Observations

Variable Number	Component Rating Variable		$p \leq$
01	Teacher describes objectives clearly	.54	.003
02	Teacher considers attention spans	.73	.001
03	Teacher provides assignments for different students	.68	.001
04	Occurrence of verbal class participation	.55	.003
05	Teacher uses a variety of materials	.44	.012
06	Materials are ready and in sufficient quantity	.35	.041
07	Materials effectively support instruction	.46	.010
08	Teacher gives clear directions for use of materials	.64	.001
09	Teacher has distracting mannerisms	.65	.001
10	Teacher maintains eye contact with students	.61	.001
11	Teacher's presentation of materials is clear	.41	.039
12	Teacher's presentation is adapted to different ability levels	.56	.004
13	Teacher provides and/or seeks rationale and analysis	.57	.003
14	Teacher states desired attitudes	.10	.103
15	High degree of pupil success	.46	.009
16	Content is related to pupil interest and background	.67	.001

Table 1-continued

Variable Number	Component Rating Variable		$p \leq$
17	Teacher provides reasonable work standards	.26	.104
18	Amount of positive reinforcement	.38	.029
19	Teacher signals appropriate behavior	.48	.007
20	Teacher reinforces inattentive behavior	.26	.101
21	Teacher displays consistency in dealing with behavior	.39	.024
22	Amount of disruptive behavior	.22	.141
23	Source of disruptive behavior	0	-
24	Teacher stops disruptive behavior quickly	0	-
25	Teacher gives rules or procedures to stop disruptive behavior	0	-
26	Teacher criticizes or justifies authority to stop disruptive behavior	0	-
27	Teacher punishes to stop disruptive behavior	0	-
28	Teacher ignores disruptive behavior	0	-
29	Teacher has a conference to stop disruptive behavior	0	-
30	Teacher displays listening skills	.31	.081
31	Teacher expresses feelings	.30	.069
32	Teacher is receptive to student input	.41	.019
33	Teacher is oriented to student needs	.23	.129
34	Teacher nurtures student affective skills	.56	.002
35	Class has task-oriented focus	.65	.001

Table 1-continued

Variable Number	Component Rating Variable		$p \leq$
36	Teacher encourages group cohesiveness	.74	.001
37	Amount of inappropriate behavior	.71	.001
38	Teacher stops inappropriate behavior quickly	.29	.092
39	Teacher gives rules or procedures to stop inappropriate behavior	0	-
40	Teacher criticizes or justifies authority to stop inappropriate behavior	.28	.089
41	Teacher punishes to stop inappropriate behavior	.57	.002
42	Teacher ignores inappropriate behavior	.55	.003
43	Teacher has conference to stop inappropriate behavior	.29	.073
44	Teacher signals desistance of inappropriate behavior	.05	.408

Note: Data are from observer pairs in 23 observations. The intraclass correlation estimates the proportion of individual observer variance that is reliable. The unreliability of Variables 22 through 29 appears to be attributable to the low variance of those measures during the reliability observations.

Table 2

Between-observer Agreement of Student Engagement Rating Categories for Single Observations

Category		*p* <
Definitely on task, academic	.71	.001
Probably on-task, academic	0	-
Definitely on task, procedural	.67	.001
Probably on task, procedural	.65	.001
Off task, sanctioned	.78	.001
Off task, unsanctioned	.74	.001
Dead time	0	-
On task, academic	.71	.001
On task, procedural	.68	.001
On task, total	.78	.001

Note: Data are from observer pairs in 23 observations. The intraclass correlation coefficient , estimates the proportion of individual observer variance that is reliable. The unreliability of Dead time appears to have been caused by its very low occurrence during the reliability observations.

Table 3

Between-period Stability of Component Ratings

During the First Three Weeks

Variable Number	Variable Description	English (50 classes)	Math (52 Classes)
01	Teacher describes objectives clearly	.60*	.44*
02	Teacher considers attention spans	.57*	.59*
03	Teacher provides assignments for different students	.49*	.84*
04	Occurrence of verbal class participation	0	.59*
05	Teacher uses a variety of materials	.16	.68*
06	Materials are ready and in sufficient quantity	.49*	.34*
07	Materials effectively support instruction	.77*	.67*
08	Teacher gives clear directions for use of materials	.66*	.62*
09	Teacher has distracting mannerisms	.82*	.38*
10	Teacher maintains eye contact with students	.69*	.63*
11	Teacher's presentation of materials is clear	.66*	.57*
12	Teacher's presentation is adapted to different ability levels	.56*	.50*
13	Teacher provides and/or seeks rationale and analysis	.58*	.61*
14	Teacher states desired attitudes	.77*	.72*
15	High degree of pupil success	.49*	.55*
16	Content is related to pupil interest and background	.44*	.67*

Table 3-continued

Variable Number	Variable Description	English (50 classes)	Math (52 Classes)
17	Teacher provides reasonable work standards	.60*	.64*
18	Amount of positive reinforcement	.58*	.70*
19	Teacher signals appropriate behavior	.50*	.43*
20	Teacher reinforces inattentive behavior	.73*	.15
21	Teacher displays consistency in dealing with behavior	.79*	.48*
22	Amount of disruptive behavior	.67*	.30
23	Source of disruptive behavior	.56*	.37*
24	Teacher stops disruptive behavior quickly	.52*	.50*
25	Teacher gives rules or procedures to stop disruptive behavior	.43*	.12
26	Teacher criticizes or justifies authority to stop disruptive behavior	.59*	.60*
27	Teacher punishes to stop disruptive behavior	.60*	.85*
28	Teacher ignores disruptive behavior	.39*	.84*
29	Teacher has a conference to stop disruptive behavior	.29	00
30	Teacher displays listening skills	.52*	.69*
31	Teacher expresses feelings	.60*	.65*
32	Teacher is receptive to student input	.43*	.37*
33	Teacher is oriented to student needs	.48*	.43*
34	Teacher nurtures student affective skills	.31	.52*
35	Class has task-oriented focus	.49*	.62*

Table 3-continued

Variable Number	Variable Description	English (50 classes)	Math (52 Classes)
36	Teacher encourages group cohesiveness	.53*	.54*
37	Amount of inappropriate behavior	.38	.14
38	Teacher stops inappropriate behavior quickly	.40	.28
39	Teacher gives rules or procedures to stop inappropriate behavior	.11	.21
40	Teacher criticizes or justifies authority to stop inappropriate behavior	.70*	.22
41	Teacher punishes to stop inappropriate behavior	.85*	.28
42	Teacher ignores inappropriate behavior	.59*	.59*
43	Teacher has conference to stop inappropriate behavior	00	.03
44	Teacher signals desistance of inappropriate behavior	.30	.07

*$p < .05$.

Note: Coefficients of correlation reported in this table are intraclass correlations, which provide an estimate of the proportion of total variance that is stable between periods (within teacher). Variables 37 through 44 were added to the set of ratings after the second week of observation, so the stabilities reported for these variables may be affected by small numbers of observations. In a few classes, no observations were made on Variables 37 through 44.

The reliability of the achievement and attitude measures was determined using the coefficient measure of internal consistency. Both the pilot testing and the study data indicated high reliability of these measures.

Residual achievement scores were calculated for each class, using the CAT class mean as the covariate. After partialing out the entering achievement levels, the residual achievement gain showed significant stability within teachers (between periods), indicating consistency in teacher effects from class to class. Student attitudes also exhibited consistency from class to class, within teachers, indicating that the student ratings of a given teacher were stable from one period to another. The results were similar in math and English classes and are reported in Table 4. Correlations between the SRT and achievement scores, and between SRT and residual achievement were negligible. The intercorrelation among the achievement test, the SRT, CAT, and residual achievement, measures of on-task behavior and inappropriate and disruptive student behavior are listed in Table 5. These intercorrelations were computed for both math and English for the beginning, as well as the end, of the school year.

At least two patterns emerged. All management variables were significantly related to residual achievement in math after the first three weeks of school. This pattern did not appear in English classes, although the correlations were in the same predicted direction. In English classes, management variables were significantly related to the student attitude measures. These relationships appeared for the first three weeks of school, as well as the rest of the year in English classes.

Table 4

The Consistency Between Periods (Within Teacher) of Class Mean Residual Achievement and Attitude Scores

	1	2	$p \le$
Math teachers (n = 26)			
Class mean residual achievement	.49	.66	.01
Class mean Student Rating of Teacher	.62	.76	.001
English teachers (n = 25)			
Class mean residual achievement	.48	.65	.01
Class mean Student Rating of Teacher	.64	.78	.001

Note: Data were obtained for each teacher in two classes. ( ) Intraclass correlations estimate the consistency of each variable when the estimate is based upon one class ( ) or the average of two classes ( ).

Table 5

Math Intercorrelation Matrices for First Three Weeks

(N = 52)

Variable	Residual	SRT	CAT78	ACH
1. Off-task, Unsanctioned	-.11	.01	-.38[a]	-.39
2. On-task, Academic	.06	.25	-.03	-.02
3. On-task	.19	.18	.23	.27
4. Disruptive behavior	-.23	-.00	-.29	-.34
5. Inappropriate behavior	-.19	.07	-.15	-.20
6. Residual	--	.24	-.01	.27
7. SRT		--	-.09	-.01
8. CAT78			--	.96
9. ACH				--

Math Intercorrelation Matrices for Rest of Year

(N = 52)

Variable	Residual	SRT	CAT78	ACH
1. Off-task, Unsanctioned	-.37	-.01	-.23	-.33
2. On-task, Academic	.28	.20	.27	.34
3. On-task	.32	.15	.31	.39
4. Disruptive behavior	-.30	.05	-.21	-.29
5. Inappropriate behavior	-.30	.09	-.17	-.24
6. Residual	--	.24	-.01	.27
7. SRT		--	-.09	-.01
8. CAT78			--	.96
9. ACH				--

Table 5-continued
English Intercorrelation Matrices for First Three Weeks
(N = 50)

Variable	Residual	SRT	CAT78	ACH
1. Off-task, Unsanctioned	.13	$-\underline{.32}$	$-\underline{\underline{.37}}$	$-\underline{.33}$
2. On-task, Academic	.18	.12	$\underline{.29}$	$\underline{.32}$
3. On-task	.02	.21	$\underline{\underline{.40}}$	$\underline{\underline{.39}}$
4. Disruptive behavior	-.17	$-\underline{\underline{.37}}$	$-\underline{\underline{.36}}$	$-\underline{\underline{.39}}$
5. Inappropriate behavior	-.13	$-\underline{\underline{.43}}$	-.26	$-\underline{.28}$
6. Residual	--	-.13	.05	$\underline{\underline{.29}}$
7. SRT		--	-.12	-.14
8. CAT78			--	$\underline{\underline{.97}}$
9. ACH				--

English Intercorrelation Matrices for Rest of Year
(N = 50)

Variable	Residual	SRT	CAT78	ACH
1. Off-task, Unsanctioned	-.18	$-\underline{\underline{.46}}$	-.10	-.14
2. On-task, Academic	.14	-.02	$\underline{.32}$	$\underline{.34}$
3. On-task	.19	$\underline{.28}$	$\underline{.25}$	$\underline{.29}$
4. Disruptive behavior	-.09	$-\underline{\underline{.40}}$	-.23	-.24
5. Inappropriate behavior	-.23	$-\underline{\underline{.43}}$	-.26	$-\underline{.30}$
6. Residual	--	-.13	.05	$\underline{\underline{.29}}$
7. SRT		--	-.12	-.14
8. CAT78			--	$\underline{\underline{.97}}$
9. ACH				--

$^{a}\underline{p} \leq .05$ is indicated by an underline.
$\underline{p} \leq .01$ in indicated by two underlines.

Analysis of Teacher Questionnaire

The part of the teacher questionnaire data assessing beliefs and attitudes was factor analyzed and rotated to fit an a priori structure. A poor fit resulted, so an exploratory factor analysis was performed. Ultimately, four scales were created to summarize this set of data.

The narrative records were being summarized according to an activity analysis based upon Doyle's work. In addition, several narrative summary ratings were developed for use by readers to condense information present in sets of narratives.

Selection of a Subset of More and Less Effective Managers

Selection of subsets of more and less effective math and English teachers was made using multiple criteria. The criteria included adjusted pupil achievement means; SRT means; a management score derived from an observer end-of-year assessment; average percentage of adjusted pupil achievement means; SRT means; a management score derived from an observer end-of-year assessment; average percentage of unsanctioned, off-task behavior; and the percentage of time in academic tasks during the October to May observation period.

In order to avoid selection bias (e.g., confounding of initial ability or achievement levels with designation as a more or less effective manager), classes were grouped according to entering CAT means, and subsamples of more and less effective managers were selected within high, middle, and low initial CAT levels. In English, seven more effective and seven less effective managers were identified; in mathematics, six more effective and six less effective managers were identified.

Data Analyses Directed at Substantive Questions

1. Relationships among the various sets of variables. A set of related questions is whether and to what extent the various sets of variables are related. For example, are the teacher behavior variables, such as the Component Ratings, correlated with student process or product variables, such as the engagement rates or residual achievement? Data analyses undertaken to answer these and other related questions used correlation and multiple regression methodology. Other analyses which compare different times of the year, and different sets of variables are also being undertaken.

2. Identification of beginning-of-year dimensions of effective classroom management. Several analyses were directed at this concern. The subsamples of more and less effective managers were compared using data collected during the first three weeks of the year, including narrative records, component ratings, and student engagement rates. Numerical data were analyzed via *t*-tests and ANOVA, with case studies based upon narratives used to illustrate basic principles.

3. Effects of entering student achievement level on teacher behaviors, activities, and management strategies. It is well-known that low-ability classes are perceived as more difficult to teach. Their effects on the teacher's choice of activities, organization, and behavior, and the consequences for student engagement, classroom processes, and student outcomes are important to identify. Teachers (seven English and six math) with two contrasting classes, an average-ability class and a low-ability class, were identified in the sample. Data analyses consisted of statistical comparisons of observed behavior variables in the two types of classes, along with analyses of their activity structures, based upon

the narrative records from the first three weeks and the rest of the year.

4. Effects of high heterogeneity within classes. Another important context is the influence of variation in students' entering achievement on classroom organization and management. Classes with more diversity of student achievement/ability would appear to place greater demands on the teacher's planning, range of activities, monitoring, and individual contacts. Data analyses were conducted on a subset of 20 English and 27 math classes identified as having mean entering CAT in the 33rd to 66th percentile (exclusion of low and high classes avoided confounding entering average achievement with homogeneity-heterogeneity). Relationships between teacher management behaviors, student behaviors and outcomes, and the amount of within-class variation in students' entering achievement were examined through correlation and multiple regression techniques. The narrative records of extremely heterogeneous classes which appeared to be effectively taught (in terms of achievement gains, student attitudes, and classroom management criteria) were analyzed. Analyses focused on the teaching and management strategies these teachers used to cope with a high degree of variation in student entering achievement.

5. Relationships among teacher presage variables and management characteristics. An extensive questionnaire was administered, assessing teacher beliefs, concerns, attitudes, and perceptions thought to be relevant for their management styles. To determine whether these teacher characteristics were related to classroom processes and outcomes, presage variables derived from the questionnaire were correlated with classroom behavior variables and pupil outcome measures obtained from each teacher's classes. In addition, the interviews with the teachers in the

subsamples of more and less effective teachers were content coded. This analysis sought to identify differences in planning activities, perceptions of management and organization activities and their importance, and the teacher's decision-making styles.

SECTION VIII

REFERENCES

Reference Notes

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